



2020 Curriculum

English Education Master's Program



2020

Faculty of Education and Teachers Training
Sanata Dharma University

ENGLISH EDUCATION MASTER'S PROGRAM CURRICULUM
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA

Approved on 1 July 2020

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FOREWORD

The 2020 curriculum of the Master's Program in English Language Education results from the revitalization of the 2016 Curriculum. The curriculum revitalization is instructed by the Rector of Sanata Dharma University in his Decree, no. 255a/Rektor/VI/2021. The curriculum is also restructured to respond to the dynamics of the changing community needs to improve the quality of Masters in English Education from the 2016 curriculum. In the process of curriculum restructuring, the Program took into account feedback from various parties such as internal and external stakeholders. From sharing moment activities with active students of 2018-2019, it was revealed that, in principle, the 2016 curriculum was able to meet the students' academic needs. However, they suggested the addition of new subjects that would accommodate their needs for linguistics and literature and technology in ELT. The same request was also sounded by the Program's alumni meeting and trace studies in 2018. A draft of the 2020 curriculum was then sent to some alumni and a curriculum expert from the University of Illinois Urbana-Champaign for feedback and review. These suggestions were taken to the lecturers' meetings and discussed in various curriculum workshops. In addition, the 2020 curriculum adapted and adopted learning outcomes from the Association of the English Education Master's Program NO. 075/APSPBI/VII/2021.

There are at least three significant changes in the 2020 curriculum: First, the number of credits has been reduced from 40 to 38 (60.8 ECTS), enabling the students to complete their studies between 1.5 years and two years. In the 2016 curriculum, the students could only complete their studies in two years. The second change is related to the courses where two new courses are added, and two other courses from the 2016 curriculum have been restructured and renamed. The courses added are Principles of Teaching Literature and Technology in English Language Teaching. Principles of Teaching Literature equips students with the knowledge and skills in teaching literature, while the latter assists students in using technology in English language teaching. Teaching the language skills as a Lingua Franca of the 2016 curriculum are changed into two separate courses, namely Principles of Teaching Linguistics and Curriculum: From Planning to Assessment, with the former focusing on preparing students with the knowledge and skills to teach linguistics and the latter emphasizing the importance of knowledge about curriculum and how to plan and assess it in the context of English Language Teaching.

These changes show that the Master's Program in English Education of Sanata Dharma University is committed to keeping itself updated with the development of science and technology, which demands the special skills of prospective English teachers. In addition, the program keeps attempting to meet the current developments and challenges both in Indonesia and in the Asian region. For this, the government, through Presidential Regulation no. 8 of 2012,

has emphasized that the higher education curriculum refers to the Indonesian National Qualifications Framework (KKNl). The tertiary education curriculum, which was previously referred to as competence, has in its development shifted to learning outcomes.

Although the English Education Master's Program curriculum changes were carried out to interpret various policy developments, all members of the academic community of the Master's Program saw that this curriculum could not be placed just as a formal document. The curriculum reflects tradition, collegial relationality, and a series of conceptual, philosophical, and epistemological beliefs held by this institution, which are then inherited and developed by the academic community of the USD Master's Program. In the context of education, which is formulated from the humanism anthropology framework, curriculum development is positioned as a vehicle for members of the academic community to (1) engage in various discussions both internally and externally, (2) conduct various studies, be it disciplinary, multidisciplinary, or interdisciplinary, (4) read the flow, signs, and spirit of the times (*Zeitgeist*) in the context of the global economy and its implications for the current generation, and (5) renew understanding related to the way various complex and dynamic socio-regulatory issues, both in the external scope of USD, as well as in the external context in the form of prevailing rules and regulations come into effect.

Thus, curriculum development is an endeavor that never reaches the final point. Various dynamics in life are constantly flowing and rolling. After the process of more than two years, this curriculum document has finally reached a form that could be declared complete. This curriculum document is a means to communicate what is believed and fought for together as an academic community that adheres to the vision, mission, goals, objectives, and fundamental values of Sanata Dharma University. Although this curriculum document is a foundation for common ground, it is open to be criticized from time to time. Therefore, by placing the entire *civitas* as agents to carry out the learning process dynamically, transparently, and responsibly, this curriculum document becomes a unifying movement for collegial steps and, at the same time, becomes a measure of public accountability and credibility for the Master's Program.

Yogyakarta, 29 June 2020

Chairperson of the PBI Master's Program

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1. INTRODUCTION

The English Language Education Master's Program (MPBI), Faculty of Teacher Training and Educations, Sanata Dharma University, was established in 2016 and accredited in 2019. Sanata Dharma University (USD), formerly known as IKIP Sanata Dharma, was originally a Teacher Education College (PTPG) that was established on 17 December 1955. In November 1958, the government changed the name of PTPG to FKIP. In this regard, the name PTPG Sanata Dharma was changed to FKIP Sanata Dharma. Starting on 1 September 1965, President Soekarno inaugurated the IKIP, which was a combination of FKIP and IPG. So based on Decree No.237/B-SWTU/1965, FKIP Sanata Dharma changed its name to IKIP Sanata Dharma. Along with the demands of the times, through the Minister of Education and Culture Decree No.46/D/O/1993, IKIP Sanata Dharma became Sanata Dharma University (USD). Thus, IKIP, which was an independent institution, is now a USD faculty.

As explained in the foreword, the English Education Master's Program curriculum is structured, among others, to adapt to the demands of the current world and global developments. In so doing, the curriculum includes the integration of information technology in language learning and various cutting-edge learning methods and media, mastery of English and its teaching, the integration of character values, and knowledge, skills, and attitudes in teaching and research adopting a multidisciplinary approach. In particular, the 2020 curriculum was developed based on several considerations, such as the KKNI (Indonesian National Qualification Framework) policy, APSPBI Association, curriculum reviews, and feedback, which involved both internal and external parties.

2. VISION, MISSION, GOALS, AND EDUCATIONAL MOTTO

The formulation of the vision, mission, and objectives of the PBI Master's Program is based on the University and faculty's vision, mission, and goals. These visions and objectives are formulated by considering the progress and development of science and technology, making them dynamic and adaptive. The following is the formulation of the vision, mission, and objectives of the English Education Masters Program.

Vision

To become an excellent and humanistic English Language Education Master's Program by integrating the three pillars (*Tridharma*) of Higher Education based on Ignatian Spirituality in producing educators, researchers, and edupreneurs.

Mission

The followings are the missions of the English Education Master's Program:

1. Develop a broad knowledge base, skills, and awareness of contemporary educational theories and demonstrate the skills and ethical capabilities to design, implement, and evaluate ELT and curriculum through the lens of the Ignatian Pedagogy.
2. Develop a broad knowledge base, skills, and awareness of contemporary research in the field of English education and demonstrate the skills and ethical capabilities to conduct their investigations.
3. Develop a broad knowledge base, skills, and awareness of the most recent technologies and demonstrate the skills and ethical capabilities to design, apply, and evaluate TPACK in various educational settings in accordance with Ignatian Pedagogy.
4. Develop collaborative networks with alumni and various national and international partners.
5. Develop collaborative networks with stakeholders by recruiting students based on their professional experience.

Purpose

1. Prepare educators who have a broad knowledge base, skills, and awareness of contemporary educational theories and demonstrate the skills and ethical capabilities to design, implement, and evaluate ELT and curriculum through

the lens of the Ignatian pedagogy.

2. Prepare researchers who possess a broad knowledge base, skills, and awareness of contemporary research in the field of English education and demonstrate the skills and ethical capabilities to conduct their investigations.
3. Prepare edupreneurs who possess a broad knowledge base, skills, and awareness of the most recent technologies and demonstrate the skills and ethical capabilities to design, apply, and evaluate TPACK in various educational settings in accordance with Ignatian Pedagogy.
4. Establish partnerships with schools, universities, and other national and international stakeholders, and empower alumni to improve the community's quality of life.
5. Empower educators, researchers, and edupreneurs based on their professional experience.

Values and Motto

The values of the English Education Master's Program are independence, discipline, responsibility, honesty, self-confidence, cooperation, and tolerance, as well as fighting spirit. Values cultivation is conducted through a set of concerted efforts done through lectures, exemplary actions of both lecturers and employees, and enactment of co- and extracurricular activities. The motto of this Program is "Smart and humanistic educators in the field of English language teaching."

3. TRACER STUDIES

Tracer Studies were conducted a couple of times to gain feedback on the 2016 curriculum from the Program's alumni before the establishment of the 2020 curriculum. There were two essential Tracer Studies conducted. The first was to the Program's Alumni Of 2016 and conducted in 2019, and the second involved 2017 alumni. Five questions were asked to the 2016 alumni, i.e., 1). What are the strengths of the 2016 Curriculum, both for Study Programs, graduates, and graduate users? 2). What are the possible weaknesses of the 2016 Curriculum, both for Study Programs, graduates, and graduate users?; 3) What are the opportunities resulting from the 2016 curriculum, both for study programs, graduates, and graduate users?; What threats might arise to the sustainability of the 2020 Curriculum for Study Programs, graduates, and graduate users?; and 5) Please provide additional input on the 2016 Curriculum that has not been covered in the four questions above.

Concerning Question number 1 (strength), the Alumni of the 2016 Batch mentioned that the curriculum provided them with the knowledge and skills as well as attitudes toward current learning theories in English language teaching and education. It also trained them to become researchers and teachers. Pertaining to Question number 2 (possible weaknesses), they highlighted the need to have specific subjects covering linguistics, literature, and technology in English language teaching. They acknowledged that some of the topics related to these three areas might have been covered in the current courses but having the courses specifically teaching these subjects would make them more prepared when they entered the working world. When asked about the opportunities offered by the 2016 Curriculum (Question 3), they admitted that the curriculum enabled them to become professional teachers and lecturers due to its heavy emphasis on theories in education. The program has also prepared them to be researchers because of their focus on research and publication.

Regarding the possible threats (Question 5), the Alumni mentioned the absence of the Linguistics, literature, and technology course in the curriculum may result in the graduates not having sufficient knowledge in these three areas, and this might make them less competitive in the working world. Question 5 asked the Alumni to give suggestions for the improvements to the curriculum. The comments were largely positive. However, they did emphasize the need to keep practicing what has been done well in the Program, including the curriculum,

and add at least the three courses mentioned above.

Based on the 2016 Alumni's feedback, the teaching staff conducted several meetings and proposed a draft of the 2020 Curriculum. The results were: 1) Three new courses were added to the 2020 Curriculum, namely, Principles of Teaching Linguistics, Principles of Teaching Literature, and Technology in English Language Teaching. The course, Issues in English Education in the 2016 Curriculum, was changed into two courses, i.e., Curriculum: From Planning to Assessment, and Principles of Teaching Linguistics. The resulting draft of the 2020 Curriculum constitutes:

- a. 38 Credits from its initial 40 credits
- b. 11 Compulsory Courses (34 Credits)
- c. 11 Elective Courses with a minimum of 4 Compulsory Credits

The draft was then compiled and sent to the 2017 Alumni for their feedback. Five questions were asked to the 2017 alumni, i.e., 1). What are the strengths of the 2016 Curriculum, both for Study Programs, graduates, and graduate users? 2). What are the possible weaknesses of the 2016 Curriculum, both for Study Programs, graduates, and graduate users?; 3) What are the opportunities resulting from the 2016 curriculum, both for study programs, graduates, and graduate users?; 4) What threats might arise to the sustainability of the 2020 Curriculum for Study Programs, graduates, and graduate users?; and 5) Please provide additional input on the 2016 Curriculum that has not been covered in the four questions above. The following is the summary of their answers.

1. What are the strengths of the 2020 Curriculum, when compared to the 2016 Curriculum, both for Study Programs, graduates, and graduate users?

- I think graduate users, with Curriculum 2020, which focuses on learning literature, linguistics, and the use of technology, graduates produced by MPBI with Curriculum 2020 should be better prepared to face future challenges.
- Addition of Principles of Teaching Linguistics, Principles of Teaching Literature, and Technology in ELT courses.

2. What are the possible weaknesses in the 2020 Curriculum, when compared to the 2016 Curriculum, both for Study Programs, graduates, and graduate users?

- In general, the 2020 Curriculum and the 2016 Curriculum are not much different; some of the courses in the 2016 Curriculum are consolidated in the 2020 Curriculum. Even so, perhaps more towards notes for each subject that need to be considered, especially the opportunities and threats that exist in each.
- Regarding the reduction in course hours, this is indeed a distinct weakness for the 2020 Curriculum. However, this can be overcome by independent student learning outside of class time.
- Perhaps one other weakness that needs to be considered is in terms of research methodology, especially data processing (and quantitative data processing).

3. What opportunities will result from the 2020 curriculum, compared to the 2016 curriculum, both for study programs, graduates, and graduate users?

- The addition of the Principles of Teaching Linguistics, Principles of Literature, and Technology in ELT courses is a **potential** that MPBI needs to use as well as possible. For linguistics and literature, these two things become inseparable parts for someone to become an English teacher.
- I hope that this Technology in ELT course will not only train students to use technology in learning **in the Indonesian context** that emphasizes meaning but also trains them to become **facilitators/trainers** /researchers who advance the use of technology in ELT in Indonesia.
- For Educational Psychology, it is correct, the concepts and theories provided are appropriate, maybe you can add a paper review – how is the minimum standard for someone to conduct empirical research with concepts in Educational Psychology
- For Curriculum: From Planning to Assessment, you can use compare and contrast and SWOT analysis between one curriculum and another.

- For Research Trends in ELT, it is necessary to emphasize the explanation of various research methods (eg when to use a method, how to process data) because it becomes a fundamental skill to be able to continue in MPBI (especially processing quantitative data such as correlation and if possible, regression).
- One way is to dissect the undergraduate thesis of students, especially for the methodology section, whether it is appropriate or not, how the SWOT is, etc.
- On the other hand, Research Trends in ELT must also be able to introduce the latest research in English education and the mindset that underlies a researcher to conduct his research and use specific methods for his research (incorporating IEDU into REDU); may be able to dissect paper Q1
- For ETTS, it is necessary to find an appropriate method, whether it is blended learning, flipped learning, spaced repetition, daily journaling. Maybe there should be an emphasis on grammar so that students have better English skills – perhaps a crash course on grammar? In addition, based on my personal experience, a person's TOEFL- like score ability will increase if he teaches the subject (but it seems quite difficult to do in the ETTS class).

4. What threats might arise to the sustainability of the 2020 Curriculum for Study Programs, graduates, and graduate users?

- For Technology in ELT, this compulsory subject needs more attention. If you look at the conditions in Indonesia, it becomes a bit sad because the problems we face are not like developed countries where they question how to make online learning meaningful while we are still questioning the quota and readiness of student equipment. In addition, the readiness of teachers in Indonesia to use technology in learning is also very diverse. These conditions need to be seen and also in the Technology in ELT course. Don't let Technology in ELT become an ivory tower.
- There is a need for more accommodation for students who are not from the PBI study program, especially in terms of educational pedagogy – maybe they can be guided intensively?
- Related to the standard of English proficiency of each student

5. Please provide additional input on K-20 that has not been covered in the four questions above.

Overall, I think the new curriculum had answered our concerns (especially regarding the absence of Principles of Teaching Linguistics, Principles of Teaching Literature, and Technology in ELT when we were in college).

It may be necessary to hold separate research methodology courses or combine them into each course (in semesters 1 and 2) so that graduates have stronger research skills.

The Alumni were satisfied with the construction of the 2020 Curriculum. To increase the validity of the curriculum, it was sent to Leonardus Sudibyo, a curriculum expert and a lecturer at the School of Education, Illinois University. His feedback was mainly favorable to the curriculum construction. However, he did emphasize the need for the content of the courses to be regularly updated to the changing learning needs and wants and the demands of the working world.

4. GRADUATE PROFILE AND LEARNING OUTCOMES

Graduate Profile

The graduate profile was determined by the Association of English Education Study Programs Decree **NO. 075/APSPBI/VII/2021**, which was later adjusted by our Study Program to suit the values of Sanata Dharma University and also to accommodate the results of tracers' studies as well as feedback from curriculum experts.

A. Graduate Profiles
Graduates of the Master's Program in English Education possess and demonstrate the attitudes, knowledge, and skills as educators, researchers, and Edupreneurs emanating from Ignatian Pedagogy.

Program Learning Outcomes

PLOs	Descriptions
Educators	Graduates have a broad knowledge base and awareness of contemporary educational theories and demonstrate the skills and ethical capabilities to design, implement, and evaluate ELT and curriculum.
Researchers	Graduates have a broad knowledge base and awareness of contemporary research in the field of English education, and demonstrate the skills and ethical capabilities to conduct their investigations.
Edupreneurs	Graduates have a broad knowledge base and awareness of the most recent technologies, and demonstrate the skills and ethical capabilities to design, apply, and evaluate TPACK in various educational settings.

The future professions for graduates of the English Education USD Master's Program are educators (English teachers, principals, managers of

English language educational institutions, and lecturers), researchers in the field of English education and education in general, and Edupreneurs. On the one hand, learning language and arts (*language and arts*) are closely related to the culture of *higher-order* critical thinking skills and *reasoning skills*. The academic atmosphere created in the English Education Master's Program leads to openness and opportunities for people to develop themselves fully. On the other hand, the transformative learning agenda with an orientation to create "changeability" both from within selves and within the community is believed to provide opportunities for each community to reach a level of self-understanding (*self-knowledge*).

In the realm of humanities, understanding oneself is considered the highest achievement because from there, it is believed that a person will have an awareness of what kinds of unique roles will be contributed to the broader community. The notion of *self-agency* or complete awareness of such distinctive roles and the willingness to take concrete steps without having to wait for orders from certain authorities or other people takes a concrete form when the understanding of oneself has been achieved.

In summary, the special abilities that will be achieved by graduates of the English Education Master's Program at Sanata Dharma University include:

- a. master various learning theories that support teaching professionalism,
- b. designing English language development programs according to the context and needs of students,
- c. implementing the design of the English learning program,
- d. conducting a study and/or program evaluation of a learning activity carried out.

Thus, graduates from the English Education Master's Program have the opportunity to undertake the following professions:

- a. Academics (Lecturers) of English education,
- b. Researchers in the field of English education,
- c. English teachers in formal and non-formal institutions,
- d. Material designers and evaluators.

Strategies for achieving graduate learning outcomes are manifested in various learning activities. Following Jurgen Habermas' definition of *three human interests*, various elements of learning, such as *materials delivery*, *delivery modes*, and *learning assessments*, can be categorized into three areas, namely

(a) technical-instrumentalist, (b) practical-communicative, and (c) emancipatory-liberative. It is crucial for students to master **academic literacy skills**, including the skills of understanding discourse, as reflected in critical reading skills, obtaining relevant references, paraphrasing, and applying principles of intertextuality in scientific work. Students are also required to have the skills to present ideas in an agile, clear, coherent, and convincing manner. These things are technical-instrumentalist skills that are absolutely needed by a student. To achieve practical-communicative mastery, at least two things can be done, namely: (a) selecting learning themes that are closely related to humanitarian issues, (b) the pattern of lecturer-student and lecturer-lecturer relations, as well as students, put in a relationship of mutual respect.

The main essence of transformative learning lies in people's capacity in an academic community to acknowledge their limitations. Therefore that person has the courage to train himself to learn to listen to others actively. To promote critical awareness of various injustices that exist in society, an emancipatory-liberative orientation is a major need for members of the academic community. The existence of schools is presumably more supportive of the sustainability of the socio-cultural system, which is often unfair (*cultural reproduction theory*). The formation of critical discourse by understanding marginalized groups both socio-culturally and structurally is very important for a study program. What's more, the existence of USD itself is indeed close to this kind of empowerment orientation from the beginning. The empowerment and liberation that have been pursued so far, as reflected in USD's vision (namely: becoming an excellent and humanist truth digger for the creation of an increasingly dignified society), is more socio-cultural and not practical politics.

Through the coverage of three technical-instrumentalist, practical-communicative, and emancipatory-liberative domains, **the English Education Master's Program carries out a comprehensive learning experience, which manages all human potentials to enhance human dignity, as targeted in the formulation of graduate learning outcomes.** As far as possible, the combination of the three domains is integrated through the various courses developed. Since the beginning of their entry into the English Education Master's Program, students have their insights opened to the fields of knowledge leading to the fields of Educational Foundation, *Linguistics in Education*, *Literature in Education*, *English Language Teaching*, *Research in ELT (applied literature, applied linguistics, education)*.

5. PLO INDICATORS

PLO	Indicators
PLO 1	<p><u>Knowledge:</u> a broad knowledge base of contemporary educational theories</p> <p><u>Skills:</u> to design, implement and evaluate English curriculum</p> <p><u>Attitude:</u> awareness of contemporary theories</p>
PLO 2	<p><u>Knowledge:</u> a broad knowledge base of contemporary research</p> <p><u>Skills:</u> to conduct own scientific investigations <u>Attitude:</u> awareness of contemporary research</p>
PLO 3	<p><u>Knowledge:</u> a broad knowledge base of the most recent technologies</p> <p><u>Skills:</u> the skills to design, apply and evaluate TPACK <u>Attitude:</u> awareness of the most recent technologies</p>

PLO Assessment Rubrics

PLO 1: Graduates have a broad knowledge base and awareness of contemporary educational theories and demonstrate the skills and ethical capabilities to design, implement, and evaluate ELT and curriculum.

Aspect/ Criteria	Exceeds the expectation (4)	Meets the expectations (3)	Improving (2)	Does not meet the expectation (1)
Knowledge of contemporary educational theories in English Language teaching and Curriculum	Students demonstrate a very high level of knowledge in the fields of education, curriculum, and English language teaching	Students demonstrate a high level of knowledge in the field of English education, curriculum, and teaching	Students demonstrate a fairly high level of knowledge in the fields of education, curriculum, and English language teaching	Students show a poor level of knowledge of English education, curriculum, and teaching

Skills to design, implement, and evaluate English curriculum and English Language Teaching	Students demonstrate excellent skills in designing, implementing, and evaluating English curriculum and teaching.	Students demonstrate a high level of skills in designing, implementing, and evaluating English curricula and teaching.	Students demonstrate a moderate level of skills in designing, implementing, and evaluating English curricula and teaching.	Students show low-level skills in designing, implementing, and evaluating the English curriculum and teaching
Awareness of contemporary theories in English curriculum and English language teaching	Students show an excellent level of awareness in designing, implementing, and evaluating the English curriculum and teaching	Students show a high level of awareness in designing, implementing, and evaluating the English curriculum and teaching	Students show a moderate level of awareness in designing, implementing, and evaluating the English curriculum and teaching	Students show a low level of awareness in designing, implementing, and evaluating the English curriculum and teaching

Notes:

1. PLO 1 is measured in "Teacher Identity Construction (M*)" and "English Language Teaching Practicum (M**)".
2. Measurement of outcomes using course rubric.
3. PLO 1 is achieved if 80% of students meet the minimum criterion of "Meets quality requirements".

a) PLO 2: Graduates have a broad knowledge base and awareness of contemporary research in the field of English education and demonstrate the skills and ethical capabilities to conduct their own investigations.

Aspect/Criteria	Exceeds the expectation (4)	Meets the expectations (3)	Improving (2)	Does not meet the expectation (1)
Knowledge of contemporary research in the field of English education	Students demonstrate a very high level of knowledge of contemporary research in the field of English education	Students demonstrate a high level of knowledge of contemporary research in the field of English education	Students demonstrate a fairly high level of knowledge of contemporary research in the field of English education	Students show poor knowledge of contemporary research in the field of English education
Skills: Capability to conduct own scientific investigations in the field of English education	Students demonstrate excellent skills in conducting their scientific investigations in the field of English education	Students demonstrate a high level of skills in conducting their own scientific investigations in the field of English education	Students demonstrate a moderate level of skills in conducting their own scientific investigations in the field of English education	Students show low-level skills in conducting their own scientific investigations in the field of English education
Attitudes: Awareness of contemporary research in the field of English education	Students show a very high awareness of contemporary research in the field of English education.	Students show a high level of contemporary research in the field of English education.	Students show a moderate level of awareness of contemporary research in the field of English education.	Students show a low-level awareness of contemporary research in the field of English education.

Notes:

1. PLO 2 is measured in "Research Proposal Seminar in English Language Teaching (M*)" and "Thesis (M**)".
2. Measurement of outcomes using course rubric.
3. PLO 2 is achieved if 80% of students meet the minimum criteria of "Meets quality requirements".

b) PLO 3: Graduates have a broad knowledge base and awareness of the

most recent technologies and demonstrate the skills and ethical capabilities to design, apply, and evaluate TPACK in various educational settings.

No	Rubric	Does not meet quality requirements	Meets quality requirements	Exceeds quality requirements	Exceptional
1	Knowledge: knowledge of the most recent technologies and demonstrate the skills and ethical capabilities to design, apply, and evaluate TPACK	Only mastering <60% of knowledge and ethical capabilities to design, apply and evaluate TPACK in various educational settings	Only mastering >70% of knowledge and ethical capabilities to design, apply, and evaluate TPACK in various educational settings	Only mastering >80% of knowledge and ethical capabilities to design, apply, and evaluate TPACK in various educational settings	Only mastering >90% of knowledge and ethical capabilities to design, apply, and evaluate TPACK in various educational settings
2	Skills: Successful completion of edupreneur products	Unable to produce at least one creative and innovative edupreneur product based on TPACK	Able to design and evaluate at least one edupreneur product with an attractive design based on TPACK	Able to design, evaluate, and successfully provide an edupreneur product with an attractive design based on TPACK	Able to design, evaluate, and successfully provide more than one edupreneur product with attractive designs based on TPACK
3	Attitude: Complete the project based on individual and community background:	Does not meet the three criteria based on different backgrounds.	Meets one of the three criteria based on differences in background.	Meets two of the three criteria based on different backgrounds.	Meets all three criteria based on different backgrounds.

Notes:

1. PLO 3 is measured in "Technology in English Language Teaching" and "Material and Program Design course."
2. Measurement of outcomes using course rubric
3. PLO 3 is achieved if 80% of students meet the minimum criteria of "Meets quality requirements".

6. CURRICULUM MAPPING

E = emphasized M = mastered

)* → opportunity to measure outcomes

No.	Courses	PLO 1	PLO 2	PLO 3
1	PEDU202: <i>Educational Psychology</i>	M	E	
2	IEDU203: <i>Teacher Identity Construction</i>	M*	E	
3	CEDU201: Curriculum: From Planning to Assessment	M	E	
4	POTLEDU204: Principles of Teaching Linguistics	M	E	
5	LITEDU208: Principles of Teaching Literature	M	E	
6	TECHEDU224: Technology in English Language Teaching		E	M*
7	TEDU220: English Language Teaching Practicum	M**		E
8	REDU206: Research Proposal Seminar in ELT	E	M*	
9	ELTREDU205: <i>Research Trends in ELT</i>	E	M	
10	REDU207: Thesis	E	M**	E
11	MEDU 209: Material and Program Design	E		M**
12	ETTS 221 English Test-Taking Strategies			E
13	ECIS222: Second Language Learning and Acquisition	E	E	
14	ECIS 210: Teacher Professional Development	E	E	
15	ECIS 211: English Education Curriculum	E	E	
16	ECIS 212: Educational Linguistics	E	E	
17	ECIS 213: Educational Management	E	E	
18	ECIS 223: Advanced Second Language Learning and Acquisition	M	E	
19	ECIS 216: Advanced Teacher Professional Development	M	E	
20	ECIS 217: Advanced English Education Curriculum	E	M	
21	ECIS 218: Advanced Educational Linguistics	E	M	
22	ECIS 219: Advanced Educational Management	E	M	

Master Program of English Education by ECTS

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	Name of Lecturer
		1.	2.	3.	4.	Hours in Class	Hours Self-Study				
1	Education										
	Curriculum: From planning to assessment (3 credits)	4.8				48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Markus
	Educational Psychology (3 credits)	4.8				48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Cons
	English Teacher Identity Construction (3 credits)		4.8			48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Kus
	ELT Practicum (3 credits)			4.8		48	96	T, P	Tutorial, Teaching Practicum/50 minutes	8%	Christina
	Technology in English Language Teaching (2 credits)			3.2		32	64	L S	Presentation, Paper drafts, and final paper/ take home exam	5%	Markus
	Elective Course 1 (2 credits)		3.2			32	64	L S	Presentation, Paper drafts, and final paper/ take home exam	5%	All
	Elective Course 2 (2 credits)			3.2		32	64	L S	Presentation, Paper drafts, and final paper/ take home exam	5%	All
2	Educational Linguistics										
	Principles of Teaching Linguistics (3 credits)	4.8				48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Barli
3	Educational Literature										
	Principles of Teaching Literature (3 credits)		4.8			48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Ouda
4	Edupreneur										
	Material and Program Design (3 credits)		4.8			48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Kus
5	Research										
	Research Trends in ELT (3 credits)	4.8				48	96	L S	Presentation, Paper drafts, and final paper/ take home exam	8%	Ouda

	Research Proposal Seminar in ELT (2 credits)			3.2		32	64	L S	Presentation, Paper drafts, and final paper/ take home exam	5%	All
	Thesis (6 credits)				9.6	96	192	L S	Presentation, Paper drafts, and final paper/ 90 minutes	16%	All

TOTAL	19.2	17.6	14.4	9.6	608	1216				100%
				ECTS	60.8					

L: Lecture

S: Seminar

T: Tutorial

P: Practice

1 ECTS = 1.6

(3 hours x16 meeting)/30 hours

7. BODY OF KNOWLEDGE AND COURSES

The field of study is English education. It consists of two major branches, namely education, and English. Education as a field of study (*field*) provides a vast space for investigations by researchers from various other disciplines, such as psychology, sociology, biology, neuroscience, anthropology, and philosophy (Shulman, 1997). In contrast, English itself can be separated into two major fields, namely the field of linguistic studies or linguistics and the field of literary studies. Linguistics has been approached from different angles, such as structuralism, generative transformation, and systemic-functionalism. English literature is based on a socio-cultural orientation, in which literature as a cultural representation presents the meaning and meaning of a certain cultural-ideological point of view. Thus, culture has also become an integral part of the study of English education itself.

Development of the Field of Science / Studies

The study of learning English as an international language is no longer understood as a monodisciplinary area, given that this field is greatly influenced by various developments in other fields. The inter- or multi-disciplinary nature of this field of science cannot be separated from the fact that there are various influences from other areas, such as the increasing influence of information technology in the life of the 21st Century Digital Generation, post-modernism paradigm in today's society. Its influence on the epistemological and methodological approach to scientific studies, the dynamic roles of the state as the regulator in the national education system, and the dynamics of teacher professionalism. Thus, the field of study of education and learning English is no longer limited to the technical-instrumentalist level only to master English skills. Departing from this kind of multidisciplinary view, discussions on the development of the field of science or study will present several themes as follows: (a) the development of contemporary English learning curriculum, (b) 21st Century Digital Generation, (c) Post-Modernism Paradigm, (d) Policies in the education area, and (e) Reflective Pedagogy with a *self-agency* orientation.

8. COURSE DESCRIPTION

The body of knowledge is derived from learning outcomes which then become the composition of the English Education Master's Program courses. The table of learning outcomes related to the body of knowledge (or courses) is presented in the following table:

Table 4.1 Derivatives of Body of knowledge from the *Learning Outcomes*

No.	Code	Course Name	Crd	Course description
1	CEDU201	Curriculum: From planning to assessment	3	A century-old discipline, the study of the curriculum has largely addressed various ideological contestations. This course is set to equip the master's degree program students with major backgrounds, both historical and ideological ones, to situate curriculum inquiries within a pragmatic end relevant to today's dynamic changes and complexity. Three thematic topics to cover include: (a) problematization of curriculum inquiries, (b) methodological considerations, and (c) empirical investigation of curriculum implementation. An Activity Theory is particularly utilized to describe both tensions and contradictions of the curriculum in schools.
2	PEDU202	Educational Psychology	3	This course is designed to equip students with a sound understanding of 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-efficacy, self-regulation, and metacognition in English language learning.

No.	Code	Course Name	Crd	Course description
3	TIEDU203	Teacher Identity Construction	3	This course provides students with an analysis of current research trends about reflective practice theories and the identity construction of becoming teachers. The course also examines aspects of biographical account and narrative inquiry as integral parts of becoming an English teacher.
Core Courses				
4	POTLEDU 204	Principles of Teaching Linguistics:	3	Principles of Teaching Linguistics is a compulsory subject worth three credits. It covers the main topics in linguistics theories in the context of English as a second language teaching. It equips students with a basic understanding of linguistics theories so that they have a better understanding of ESL teaching. Students are expected to have the knowledge and skills to teach linguistics in schools and universities.
5	MEDU209	Material and Program Design	3	This course deals with how to design and set up an English program systematically. The larger portion of the course is practical, where the students work on a selected project proposal, such as the S-1 curriculum or its components, a school curriculum, media, material, and non-school training program.

No.	Code	Course Name	Crd	Course description
6	TEDU 220	ELT Practicum	3	The ELT Practicum course cultivates students' experience of teaching practice at the undergraduate level of the English Language Education Study Program (ELESP). This course focuses on pedagogical theories and practices in class, as well as experiences related to others, such as engaging themselves with lecturers, mentors, students, teaching materials, facilitation, employees, and so forth. This course invites students to act objectively in teaching and overcome various problems that arise in the learning process at the university level.
7	REDU205	Research Trends in ELT	3	This course provides students with theories and practices of research methods in education based on the major divisions of the research dimension, namely: qualitative research (eg, ethnography, phenomenology, grounded theories, case study), quantitative
				research (experimental and non-experimental research), and action research (teachers' self-investigation of their teaching practices).
8	REDU206	Research Proposal Seminar in ELT	2	This course helps students to develop research proposals and present the research report for thesis purposes. This course is an essential extension of "Research in English Education" from semester one.

No.	Code	Course Name	Crd	Course description
9	REDU207	Thesis	6	This course is an independent study guided by a supervisor to generate academic writing on a topic according to students' research focus. This course is an ultimate culmination of students' learning in this master's program to demonstrate the mastery of their fields and the application of the theories for language teaching and learning problems. The outcome of thesis writing is the research publication in national and international journals.
Elective Courses				
1	ECIS222	Second Language Learning and Acquisition	2	This course is designed to investigate updated English learning theories and second language acquisition to find out the most effective theories (s) that can be applied in a specific situation. This course covers writing journal papers from the introduction phase to the methodology phase.
3	ECIS 210	Teacher Professional Development	2	This course is designed to investigate continuous teacher professional development programs for teachers, lecturers, and other educators. This course covers writing journal papers from the introduction phase to the methodology phase.
4	ECIS 211	English Education Curriculum	2	This course is designed to investigate the English education curriculum, especially one that is applied in Indonesia. This course covers writing journal papers from the introduction phase to the methodology phase.
5	ECIS 212	Educational Linguistics	2	This course is designed to investigate the issue or phenomena in terms of applying linguistics in education. This course covers writing journal papers from the

No.	Code	Course Name	Crd	Course description
				introduction phase to the methodology phase.
6	ECIS 213	Educational Management	2	This course is designed to investigate how educators manage education in general and/or specific conditions. This course covers writing
				journal papers from the introduction phase to the methodology phase.
7	ECIS 223	Advanced Second Language Learning and Acquisition	2	This course is designed to investigate updated English learning theories and second language acquisition to find out the most effective theory (s) that can be applied in a specific situation. This course covers writing journal papers from data analysis results, conclusions and recommendations, and review of the whole journal paper.
9	ECIS 216	Advanced Teacher Professional Development	2	This course is designed to investigate continuous teacher professional development programs for teachers, lecturers, and other educators. This course covers writing journal papers from data analysis results, conclusions and recommendations, and review of the whole journal paper.
10	ECIS 217	Advanced English Education Curriculum	2	This course is designed to investigate the English education curriculum, especially one that is applied in Indonesia. This course covers writing journal papers from data analysis results, conclusions, and recommendations, and review of the whole journal paper.

No.	Code	Course Name	Crd	Course description
11	ECIS 218	Advanced Educational Linguistics	2	This course is designed to investigate the issue or phenomena in terms of applying linguistics in education. This course covers writing journal papers from data analysis results, conclusions and recommendations, and a review of the whole journal paper.
12	ECIS 219	Advanced Educational Management	2	This course is designed to investigate how educators manage education in general and/or specific conditions. This course covers writing journal papers from data analysis results, conclusions and recommendations, and review of the whole journal paper.
13	ETTS 221	English Test-Taking Strategies	2	This course is designed to improve students' skills in taking the standardized test (TOEFL). Students are trained and enhanced in terms of their listening, structure, and reading skills. These skills are essential in the making of an effective educator.
14	TECHEDU 224	Technology in English Language Teaching	3	Meaningful language learning is inevitably mediated by technological tools. Teachers are required to skillfully adapt and adopt technological tools that fit well to both learning outcomes attainment and students' characteristics. This course is set to equip students with philosophical and theoretical foundations to embrace educational technologies and practical utilizations of them to facilitate language learning.

No.	Code	Course Name	Crd	Course description
15	LITEDU208	Principles of Teaching Literature	3	Principles of Teaching Literature is a compulsory subject worth three credits. It covers the main topics in literature theories in the context of English as a second language teaching. It equips students with a basic understanding of literature theories so that they have a better understanding of ESL teaching. Students are expected to have the knowledge and skills to teach literature in schools and universities.
		Compulsory	34	
		Min. Total for SMO Courses	4	
		Total Courses	38	

Table. 4.2 Composition of Courses per Semester and Their Weights

No.	Courses	Cr	Semester			
			I	II	III	IV
A	Educational Foundation					
	Curriculum: From planning to assessment	3	3			
	Educational Psychology	3	3			
	English Teacher Identity Construction	3		3		
B	Core					
	Principles of Teaching Linguistics	3	3			
	Principles of Teaching Literature	3		3		
	Material and Program Design	3		3		
	ELT Practicum	3			3	
	Technology in English Language Teaching	2			2	
C	Research in English Language Teaching and Learning					
	Research Trends in ELT	3	3			

	Research Proposal Seminar in ELT	2			2	
	Thesis	6			6*	6
	MANDATORY TOTAL	34	12	11	5	6
	TOTAL ELECTIVE	4	2**	(2)	(2)	

*For those qualified to complete their study in 1.5 years.

**Only for those who need to increase their English skills and competencies.

9. LEARNING METHODS

The learning method adopted is a reflective pedagogy or Ignatian Pedagogy. This pedagogy includes steps in a learning cycle that emphasizes a cycle, namely *context-experience-reflection-action-evaluation*, which is described as follows:

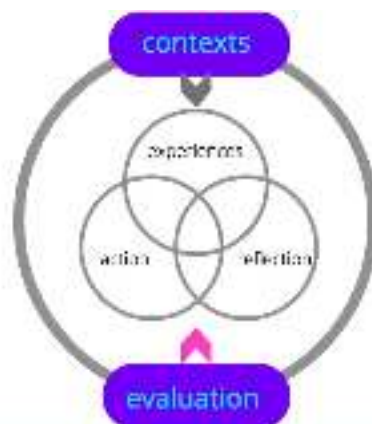


Figure 5.1 Ignatian Learning Cycle

This cycle can be applied to *every meeting* or *several meetings*, or a specific *subject*. This depends on the peculiarities of the course or the substance of the subject. In other words, lecturers have the freedom to apply cycles according to the learning dynamics desired to achieve essential learning outcomes. The form of learning adopted can include discussions, lectures, presentations, questions and answers, simulations, case studies, practicums, seminars, demonstrations, role-playing, and others.

The methods and forms of learning are targeted to obtain planned **learning outcomes**. Referring to the basic principles of *cura personalis* or attention to each individual, it is believed that the learning process will have an impact when the lecturer has a deep understanding of each individual in his class. Therefore, the ideal number in each class is not more than 18 students. In addition, the teaching staff of this program is permanent USD lecturers who have the right qualifications in accordance with their field of study. All lecturers assigned to teach in the program earned their bachelor's, master's, and doctorate degrees in the field of English Education, curriculum, linguistics, and English literature. They have a minimum academic position as lecturers and show a commitment to integrating *Tridharma* (the three pillars of Higher Education), namely in terms of teaching, research, and community service activities.

Sanata Dharma University has **good support in** terms of resources and facilities, and infrastructure **to ensure that the learning methods achieve the targeted learning outcomes**. In terms of infrastructure, Sanata Dharma University has (a) a library with an extensive collection of books and a large reading room, (b) access to various electronic journals, (c) a good internet network equipped with a wi-fi connection on the campus environment, and (d) classrooms and corridors that connect between buildings, and (e) creating an environmentally friendly environment with parks and shady trees.

Regarding **the targeted learning outcomes**, graduates of the PBI Master's Program are **major graduates who master and are able to apply the latest approaches to learning English**. The developed curriculum is designed to meet the 21st Century learning model. There is a shift in learning from students being told to learn from various learning sources beyond the boundaries of teachers and educational units. The role of English in such a learning model becomes very central, considering that there are more learning resources in English than all learning resources in all other languages combined.

In line with that role, English language learning is presented to **integrate teaching and research**. On the one hand, the main goal to be targeted is the improvement of English language skills. On the other hand, mastery in that field is carried out on a research basis. Within the scope of learning English, students are involved critically to see various kinds of issues related to language theorization and their implications for the theory of language learning. It is not enough for students to understand many of the main existing theories, for example, *Bloomfield's structuralist perspective*, *Chomsky's transformational-generative grammar*, and *Halliday's systemic functional linguistics*. The integration of teaching and research into learning requires students to critically and creatively find learning practices in the field, find links with existing theories, and identify strengths and weaknesses as well as potential kinds of empirical evidence in the field.

Thus, the learning model carried out makes students directly involved in the process of developing and forming knowledge. With a learning model like this, there is a guarantee that graduates will be able to **make scientific papers worthy of publication in accredited national journals and indexed international journals**. Learning that is built based on the integration of teaching and research will also ensure that **graduates will master the theory of application of knowledge and skills** as targeted in learning outcomes.

How to Develop an Atmosphere and Academic Interaction and Intellectual Behavior

In terms of creating a learning atmosphere, as stated above, the graduates will undergo a powerful learning scheme built in a constructivist approach to learning. For this reason, so that students can experience for themselves and have a learning model with a constructivist approach, the learning method or pattern used is as much as possible with a constructivist approach, with a student-centered, where the lecturer acts more as a facilitator. Learning models that fit this approach include *inquiry learning*, *discovery learning*, *project-based learning*, and problem-based learning.

The design of learning activities is specifically designed to develop an academic atmosphere and interaction between lecturers and students. To maintain a balance between conceptual mastery and skills acquisition, a series of learning activities are designed to embody the 12 main principles of academic and ethical freedom as follows:

- a. Academic freedom is realized as long as lecturers and students are free to conduct intellectual debates without fear and worry about censorship and revenge from certain parties.
- b. Academic freedom guarantees the right of each lecturer to consistently carry out intellectual and pedagogical commitments. Freedom of this kind protects the intellectual integrity of our education system and thus serves the wider community.
- c. Academic freedom in teaching refers to the availability of space and opportunities for lecturers and students to make comparisons and contrasts between one course and another concerning any field of study without being limited by time.
- d. Academic freedom gives flexibility to both lecturers and students to express their views - orally, in writing, and in electronic communication, both on and off-campus – without the fear of being penalized, as far as the way of expression is (a) does not violate the rights of others, (b) does not violate the principles of professional honesty, (c) and does not damage the ethics of disciplines.
- e. Academic freedom provides flexibility for both lecturers and students to conduct research related to their chosen topics and draw conclusions according to scientific research principles. Research results and conclusions made are open to criticism by other competent parties. To protect academic freedom, the university takes a firm stance to maintain academic authority by rejecting corporate or government interference that prevents the publication of scientific works.
- f. Academic freedom is realized when the political, religious, or philosophical

beliefs of politicians, university managers, and the wider community are not forced to be believed by both lecturers and students.

- g. Academic freedom provides unrestricted space for lecturers and students to propose an opportunity for open discussion (hearing) when they feel that their rights have been violated.
- h. Academic freedom protects lecturers and students from retaliation for their disagreement with higher education policies or administrative policies.
- i. Academic freedom gives flexibility/rights to lecturers and students to criticize each other's views but not to punish other groups that are considered conflicting.
- j. Academic freedom protects the authority of the lecturers to give grades to their students, as long as these grades truly reflect academic quality. More broadly, academic freedom includes both individual and institutional rights to uphold academic standards.
- k. Academic freedom provides flexibility for each lecturer to choose how to teach according to their field of knowledge and expertise.
- l. Academic freedom guarantees that severe demands against a lecturer will be processed fairly before a collegial committee. This kind of freedom guarantees a process followed carefully, assuming that the claimant has the evidence to support the claim. On the other hand, a lecturer who receives a claim has the right to present rebuttal evidence and face the party who filed the claim. In severe special cases, the accused are entitled to receive legal assistance.

The scholarly behavior in USD is derived from several Ignatian Pedagogy principles, in which reflection activities are an essential part of the learning process and patterns of interaction between people in everyday life. There are various models of reflection that can be referred to in implementing this kind of intellectual behavior. From transformative learning theory, two main things that must be built are (a) *rational discourse community* and (b) *critical self-reflection on assumptions* (Mezirow, 2000).

The English Education Master's Program Community will promote rational communication skills. The principles of openness, concern for others, and active and authentic listening skills are agreements that are accepted and implemented together. From the personal side, each of them developed a willingness to learn. Adults learn not simply to master new technical skills. To create a community that is mature and based on the principle of justice, the people in it are required to believe that truth is something multi-interpretative. An adult is said to experience transformative learning when they have the

courage to admit that he is not always right and is willing to listen to what others have to say.

Scholarship behavior is shown through a commitment to understanding reality with all its complexities and dynamics. Lecturers play an exemplary role by being critical of themselves and the social and cultural realities around them and showing a commitment to building meaning from various experiences and interactions with various parties. In this way, high-order reasoning and thinking skills, active listening skills for others, and negotiation skills with other parties, as well as skills for expressing written ideas in a coherent, acceptable, and inspiring manner, will develop and shape a person according to learning outcomes targeted.

Learning Process Design Associated with Student Research on Final Project

The design of the learning process that is adopted to encourage student research in the final project is, first of all, by developing a critical attitude of students to constantly develop various questions about a case, for example, through a constructivist approach in every lecture since the first semester. Through this constructive learning method, students will be invited to study cases and trained to ask various critical questions. The ability to ask these questions is a solid initial capital to be able to ask weighty research questions.

Furthermore, students will be invited to reason, based on theory, through discussions with lecturers and students. Students are invited to generate questions, not merely expected to answer prescribed questions. Furthermore, the experimental stage is when students are invited to test what they know and what they believe to be true, gathering empirical data. Then the data is analyzed to get a conclusion which is the answer to the original question. With this constructivist approach, it is hoped that knowledge, skills, and attitudes will be formed in research. The flow of logical thinking in research can be well internalized. Other learning methods will also be directed at the formation of rational and scientific thinking patterns. For example, even with the lecture method, the lecturer still provides assignment questions to provoke discussion and to ask questions. Students will also be accustomed to finding effective information via the internet, in addition to supporting theoretical foundations and literature reviews. Students will know the position of their research problems, so it is hoped that the feasibility of their research will soon be known. In addition, students are also encouraged and facilitated to write what they learn in class in the form of a paper to be disseminated and published in proceedings or journals.

The process of mentoring students to complete the final project is carried out with a scheduled mentoring model, both individually and classically. Classical meetings are a means of discussing the topics and problems they face, as well as a means of getting input for improvement from friends in the class. During the classical meeting, the lecturer can provide individual guidance. The advantages obtained through this scheduled mentoring are, among others, that their final assignment/*thesis* completion process can be well monitored so that the timeliness of completing the study can be guaranteed. In this way, students are trained to continuously read and write with specific targets so that during their mentoring, there are results to be reported, both to student friends and the supervisor.

Learning Process Design Related to Community Service

Learning in the English Education USD Master's Program is put in the concept of *Tridharma* integration (the three pillars of Higher Education) following Permendikbud No. 3/2020 concerning National Higher Education Standards. That is, mastery of theory as a learning material will be directly linked to the empirical investigation of various phenomena of language and education in the field. The integration of knowledge development (teaching) with the development of research skills of this kind will open insights into various empirical and pragmatic practices in learning English that take place in communities, educational institutions, and other training institutions. By itself, such integration is a form of theory application to the socio-cultural reality that occurs and thus opens up opportunities for the development of community service activities.

In addition to learning and research, the English Education Master Program also will design a sustainable service program, and the preparation and participation of students, faculty, and community members will be well monitored so that improvements of the programs can continue according to plan. Some of the main ideas for integrating lectures with community service are as follows.

- 1) *Capacity-building* activities for English teachers at the junior high (SMP), senior high/vocational high (SMA/SMK) levels for writing and publication of scientific papers.
- 2) Collaboration of classroom action research between lecturers, students, and English teachers at various levels of education.
- 3) Lecture assignments are directly linked to various breakthrough works of learning English as a form of community service.

Learning systems/patterns that can lead graduates to be able to make scientific/real work worthy of publication

Target to produce the scientific work worthy of publication cannot be separated from **efforts to create a system of faculty expertise in the Program Master of English Education**. As mandated in Permendikbud No. 03 of 2020 on *the National Standards for Higher Education (SNPT)*, lecturers are obliged to develop the skills/expertise to create a road map (*road map*) personal research road map is derived from the study program, the faculty, and the university. On the one hand, the road map for research prepared by each lecturer in the PBI Master's Program study program will form a unique scientific cluster and become a hallmark of the institution. On the other hand, this kind of road map will also become a forum and, at the same time, create a space for postgraduate students to develop their academic capacity. Thus, each lecturer will develop umbrella research that will attract the interest of students who have an interest in the same field.

Technical and procedural steps to achieve the target of writing scientific papers worthy of publication among students are arranged as follows.

- 1) To support the ability of graduates to make published scientific papers, students are encouraged to have started writing habits by learning from the beginning of lectures. In this lecture process, students are trained and required to be able to compile them into a scientific article. Student writing topics can come from themselves or lecturers in lectures, or through a lecturer umbrella research mechanism, including encouraging students to be able to seek opportunities to get a research grant.
- 2) Draft student articles are discussed in class to be discussed with colleagues to get input for improvement. After going through the revision process, the PBI Masters Program then encourages and facilitates students so that they can gain experience presenting their work in national seminar forums and international seminars.
- 3) The final result of the student's writing in the lecture is targeted to become a *paper* that is ready to be published in journals or proceedings through the guidance of particular lecturers or lecturers who are appointed to provide consultation assistance. The supervisor can also act as a co-author.

By providing real experiences for students to write scientific papers from the beginning of the lecture process, it is hoped that students will be brave enough and have the ability to produce scientific works that are worthy of

publication in national or international journals.

10. WEIGHTING SYSTEM AND LEARNING LOAD

The education system used in the PBI USD Master's Program is the Semester Credit System (SKS). What is meant by Credit System is the provision of education which states the study load of students, the workload of teaching staff, and the burden of administering a course and program for 16 working weeks in credit units.

This system has the following characteristics: (i) each course is given a price called the credit weight, (ii) the credit weight of each course can be different, (iii) the credit weight of each course is determined based on the effort to complete the tasks stated in the lecture program, practicum, fieldwork, and other assignments. The determination of the weight of the SKS for each course is based on the study bill required by the course. To sharpen students' analytical skills, courses which are more *declarative knowledge*, are given a weight of 2 credits such as Morphology, Syntax, and Philosophy of Education. Subjects that are more application of skills (declarative and procedural knowledge) are given a weight of 3 to 4 credits, such as Language Teaching Methods, Seminars, and Research Proposals. The thesis weighssix credits because it is a combination of *declarative, procedural, and conditional knowledge* (Brown, 1987) (for the list of courses and credit weights, see 2.2.6, Table 2.2). The determination of the credit weight for each course is also based on the calculation of face-to-face academic activities, structured academic activities, and independent academic activities. One semester credit unit (1 credit) is equivalent to 50 minutes of face-to-face activities, two hours of structured educational activities, and two hours of independent educational activities. The weight of field practicum credits and the like for the weight of one credit in the field workload is 4-5 hours per week for one semester. The weight of one credit for research or preparation of a thesis assignment is a research task load of 3-4 hours a day for one month which is considered equivalent to 25 working days.

Every lecturer in the English Education Master's Program carries out the learning process by implementing the Ignatian Pedagogy Paradigm. Ignatian Pedagogy Paradigm is a learning process based on the 4 Cs: Competence, Conscience, Compassion, and Commitment. In lecture activities, students are invited to be more insightful by providing processes such as *context, experience, reflection, action, and evaluation*. Every semester, the Head of the PBI Master's Program guarantees that each lecturer plans the learning process for each subject as outlined in the Semester Learning Plan (RPS) by referring to

the USD curriculum development guidelines.

Every semester, the lecturer prepares/develops RPS independently or together with a group of experts in a field of science and/or technology in the study program. The Semester Learning Plan (RPS) follows the guidelines for the preparation of the RPS for the University of Sanata Dharma, which include:

- 1) name of the study program, name, and code of courses, semesters, credits, name of teaching lecturer;
- 2) the learning outcomes of graduates imposed on courses;
- 3) final abilities planned at each stage of learning to meet graduate learning outcomes;
- 4) study materials related to the capabilities to be achieved;
- 5) learning methods;
- 6) the time provided to achieve the ability at each stage of learning;
- 7) the student's learning experience, which is manifested in a description of the assignment that the student has to do for one semester;
- 8) criteria, indicators, and weight of assessment; and
- 9) list of references used.

Lecturers, under the coordination of the head of the study program, are required to review and adjust the RPS to developments in science and technology regularly at least once a year. Lecturers are required to carry out the learning process for each subject they teach following the RPS with the characteristics as specified. Lecturers are required to refer to the National Research Standards for the learning process related to student research. Lecturers are required to refer to the National Community Service Standards for the learning process related to Community Service.

The Head of the Study Program is required to manage the learning process through curricular activities in a systematic and structured manner through various courses and with a measurable learning load. Lecturers are required to use effective learning methods under the characteristics of the course to achieve specific abilities specified in the course in a series of fulfilling graduate learning outcomes.

Learning methods include group discussions, simulations, case studies, collaborative learning, cooperative learning, project-based learning, problem-based learning, or other learning methods, which can effectively facilitate the fulfillment of graduate learning outcomes. Each subject uses one or a combination of several learning methods and is accommodated in the form of learning. The form of learning is in the form of:

- 1) lecture;
- 2) responses and tutorials;
- 3) seminars; and
- 4) practicum, studio practice, workshop practice, or field practice.

The form of learning for undergraduate programs must be added to the form of learning in the form of community service. The form of learning in the form of community service is a student activity under the guidance of lecturers to utilize science and technology to advance community welfare and educate the nation. Student learning load is stated in the amount of semester credit units (credits). One credit is equivalent to 160 (one hundred and sixty) minutes of learning activities per week per semester. Each subject weights at least 1 (one) credit. Lecturers are required to carry out learning activities in an effective time of 16 (sixteen) weeks in one semester.

One (1) credit in the form of lecture, response, and tutorial learning, including:

- 1) face-to-face learning activities of 50 (fifty) minutes per week per semester;
- 2) learning activities with structured assignments of 50 (fifty) minutes per week per semester; and
- 3) self-study activity 60 (sixty) minutes per week per semester.

One (1) credit in the form of seminar learning or other similar forms of learning, including:

- 1) face-to-face learning activities of 100 (one hundred) minutes per week per semester; and
- 2) self-study activity 60 (sixty) minutes per week per semester.

One (1) credit for practicum learning, studio practice, workshop practice, field practice, research, community service, and/or other equivalent forms of learning is 160 (one hundred and sixty) minutes per week per semester.

11. LEARNING MANAGEMENT

In the learning management process, the Chancellor compiles policies and strategic and operational plans related to learning that can be accessed by academics and stakeholders and can be used as a guide for study programs in implementing learning programs. The Chancellor organizes learning according to the type and educational program that is in line with the learning outcomes of graduates. In this process, the Chancellor maintains and improves the quality of study program management in implementing sustainable learning programs with targets following the university's vision and mission.

During the implementation of the learning program, the Rector monitors and evaluates the activities of the study program in carrying out learning activities. Monitoring is carried out based on guidelines for planning, implementing, evaluating, monitoring, quality assurance, and developing learning activities and lecturers owned by the University. After that, the Chancellor submitted a report on the performance of study programs in implementing learning programs at least through the higher education database. The Chancellor's task during the process of implementing the learning program is to create an atmosphere that is conducive to academic activities, the interaction between lecturers and students, between fellow students, between fellow lecturers, which encourages them to be proactive, critical, innovative, dynamic, and ethical in the light of Ignatian spirit. Of course, USD upholds academic ethics and academic culture as guidelines for behavior and interaction for academicians in realizing their vision and mission through learning, research, and community service activities. In addition, Sanata Dharma University upholds academic freedom, scientific truth, objectivity, openness, and scientific autonomy to organize activities and provide quality facilities.

Learning management is inseparable from the quality assurance process with the aim that the management process continues to use the quality standards set by the University. Therefore, the Quality Assurance and Internal Audit Office (LPMAI) of the USD conducts a transparent evaluation of the learning process at the end of each semester to measure the achievement of *competence, conscience, compassion, and commitment* and convey the results to lecturers, Study Program Heads, faculty leaders, and leader of the university.

The Dean also has an essential role in managing to learn. The Dean is in charge of setting faculty-level courses to support the achievement of learning outcomes for each study program under his management and to coordinate the implementation of courses across study programs within his faculty and with

other faculties. Meanwhile, the Deputy Dean coordinates with the Heads of Study Programs in his faculty so that there is synergy between lecturers and between study programs within the faculty in determining the body of knowledge and determining courses.

At the study program level, the Study Program prepares curriculum and lesson plans for each course. The Study Program organizes learning programs according to content standards, process standards, and assessment standards that have been set by Sanata Dharma University to achieve graduate learning outcomes. The Study Program organizes technology-based learning programs, such as the use of Digital Learning Resources, and carries out systemic activities that create a good quality academic and cultural atmosphere. Then, the Study Program carries out periodic monitoring and evaluation activities to maintain and improve the quality of the learning process and report the results of the learning program periodically as a source of data and information in making decisions for improvement and development of the quality of learning.

12. LEARNING EVALUATION SYSTEM

This section presents a learning evaluation system that includes: (a) definition, (b) coverage and fundamental principles, (c) success criteria, and (d) implementation of learning evaluation.

Definition

- a. What is meant by learning evaluation is a series of assessment processes (formative and summative assessment) which are carried out systematically, scheduled, and well documented to measure the progress and learning outcomes of students in one semester in the English Education Master's Program.
- b. Learning evaluation is also intended to use the assessment results as a basis forevaluating the implementation of learning and planning for follow-up.
- c. Evaluation of learning is carried out by paying attention to aspects of depth and breadth in the field of study being taught following the established curriculumstructure.
- d. Formative and summative assessment to measure learning performance in the PBI Master's Program integrates three main aspects, namely aspects of knowledge and skills (competence), moral truth and conscience (conscience), positive attitudes or dispositions (*compassion*),

Scope and Basic Principles

- a. The study program uses a scoring system that can measure the learning outcomes of graduates concerning (a) a description of the learning outcomes of KKNi graduates who have qualifications equal to the level at KKNi the learning outcomes set out in Permendikbud No. 03 of 2020, and (c) assessment of learning by lecturers for each subject using the assessment rubric listed in the Semester Learning Plan of each course.
- b. Learning assessment of the English Education Master's Program includes an assessment of the learning process and results to fulfill the learning outcomes of graduates.
- c. The assessment of the learning process is intended as an effort of formation (formation) in the acquisition of knowledge, skills, and positive attitudes.
- d. Assessment of learning outcomes is intended to see the level of achievement with an orientation on summative assessment to measure student achievement/performance.
- e. The results of formative and summative assessments become a reference for (a) assessing student performance, (b) improving academic performance, (c) measuring the level of progress that has been achieved within a particular learning process, (d) knowing the position or the position of a student in the

group, (e) determining the level of efforts in learning, (f) determining the extent to which students have been utilizing the capacity of 4C, and (g) determining the level of efficiency and effectiveness.

- f. Learning assessment is executed by: (a) the principles of learning and language assessment, (b) techniques and instruments of language assessment, (c) the mechanisms and procedures of the language assessment, (d) the implementation of the assessment, (e) reporting assessments, and (f) student graduation.

The principles of assessment include educational, authentic, objective, accountable and transparent principles, which are carried out in an integrated manner as explained below:

- a. The principle of education is an assessment that motivates students to be able to (1) improve planning and learning methods and (2) achieve graduate learning outcomes.
- b. The authentic principle is an assessment that is oriented towards a continuous learning process and learning outcomes that reflect the student's ability during the learning process.
- c. The objective principle is an assessment based on standards agreed upon between lecturers and students and is free from the influence of the assessor's subjectivity and the one being assessed.
- d. The principle of accountability is an assessment carried out under clear procedures and criteria, agreed upon at the beginning of the lecture, and understood by students.
- e. The principle of transparency is an assessment of the procedure and the results of the assessment can be accessed by all stakeholders related.

The lecturer evaluates learning by using an assessment rubric that accommodates the 4C elements.

- a. Assessments can be done by:
 - 1) teaching lecturers or teaching team of lecturers;
 - 2) teaching lecturers or teaching team of lecturers by including students; and/or
 - 3) teaching lecturers or teaching team of lecturers by including relevant stakeholders.
- b. Chairman of the Program states to pass the student through the mechanism graduated and the Rector of issuing diplomas, titles, or designations attached to the Certificate of Complementary Diploma (SPKI) as determined by the Dean under laws and regulations.
- c. The head of the study program guarantees that the assessment results are

announced to students after one learning stage according to the learning plan.

Based on the credit system that has been prepared, an assessment of the elements being assessed is carried out. Assessment is done through quizzes, structured activities or assignments, midterm exams, and final semester exams. Furthermore, each of these elements is weighted. The final grade consisting of various test scores and the assignments with a specific weighting is converted into letter grades. The weighting of the elements assessed is determined as follows: (i) Structured Assignment (TS): 30%, (ii) Mid-Semester Exam (UTS): 30%, (iii) Final Semester Exam (UAS): 40%. The forms of UTS and UAS can be in the form of reports, writing papers, presentations, or others, depending on the nature and objectives of the course. The final score is stated on a scale of 0-10, then converted into relative values according to the following Table 2.4 guidelines.

Table 7.1 Value Conversions

Score (x)	Score	Quality Score
$8.0 \leq x$	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

The objectivity and transparency of the assessment are achieved through the following steps: 1) provision of an assessment rubric for each course; 2) the student's work that has been assessed will be returned to the student; 3) student scores uploaded on the USD website are a maximum of two (2) weeks after the exam is held; and 4) students are allowed to ask lecturers both in class and individually about the assessment procedures including the reasons for a student's work given a particular grade.

The success of a student in joining the class program is indicated by the Grade Point Average, which can be seen at the end of the study period. As an indicator of student success, the GPA is calculated using the variables:

- credit for courses taken,
- Final Score,
- GPA: Grade Point Average.

The learning load for participants with a master's degree (S2) is set at a minimum of 38 credits, including a thesis, with a minimum GPA of 3.00, the obligation to publish scientifically at the national seminar once and publication in a national journal accredited once, not exceeding the time limit the study period has been determined, namely eight semesters. Scientific publication is an inseparable part of research activities and is a prerequisite for obtaining a judicium. If these two things are not fulfilled, then the student is considered a failure or dropout (DO).

Success Criteria

- a. The assessment report is prepared based on the qualifications of a student's success in taking a course and is stated in the following information:
 - 1) letter A is equivalent to number 4 (four) in a very good category;
 - 2) letter B is equivalent to number 3 (three) in a good category;
 - 3) the letter C is equivalent to the number 2 (two) in the sufficient category;
 - 4) letter D is equivalent to number 1 (one) in the poor category; or
 - 5) the letter E is equivalent to the number 0 (zero) categorized as very poor.
- b. The results of the assessment of learning outcomes are determined with the following conditions:
 - 1) the results of the assessment of learning outcomes in each semester are stated by the semester achievement index (SAI). This SAI is expressed in a quantity calculated by adding the multiplication between the letter grades of each course taken and the credits of the relevant course divided by the number of credits of courses taken in one semester.
 - 2) the results of the assessment of graduate learning outcomes at the end of the study program are stated by the cumulative achievement index (GPA). The GPA is expressed in a quantity calculated by adding the multiplication between the letter grades of each course taken and the credits of the relevant course divided by the number of credits of courses taken that have been taken.
- c. PBI Master's Program follows the USD Academic Regulations which stipulate that undergraduate students:
 - 1) is declared to have passed if it has taken all the specified study loads and has graduate learning outcomes targeted by the Master Program

with a cumulative grade point average (GPA) greater than or equal to 3.00 (three point zero).

- 2) obtaining a satisfactory predicate if it reaches a cumulative grade point average (GPA) of 3.00 (three point zero) to 3.50 (three point five zero);
- 3) obtaining the predicate very satisfying if it reaches a cumulative grade point average (GPA) of 3.51 (three point five one) to 3.74 (three point seven four); or
- 4) get a praise predicate if they reach a cumulative grade point average (GPA) of more than 3.75 (three point seven five).
- 5) If the study period exceeds 4 (four) semesters, the graduation predicate with honors is lowered by one level.

13. IMPLEMENTATION OF LEARNING EVALUATION

- a.** All classes held by the English Education Master's Program take part in an online learning evaluation (utilizing Information Academic System for students) each semester, which is managed centrally by Sanata Dharma University Quality Assurance and Internal Audit Office, to improve the quality of teaching implementation in SDU at the end of each semester.
- b.** The Chairperson of the English Education Master's Program periodically adjusts the new learning assessment standards by referring to the evaluation results and controlling the implementation of learning assessment standards.
- c.** Each lecturer of the English Education Master's Program implements assessment techniques consisting of observation, participation, performance, written tests, oral tests, and questionnaires. In contrast, the assessment instrument consists of a process assessment in the form of a rubric and or an assessment of results in the form of a portfolio or design work.
- d.** Each lecturer of the English Education Master's Program assesses the mastery of knowledge, general skills, and specific skills through one or a combination of various assessment techniques and instruments.
- e.** Each lecturer of the English Education Master's Program implements an assessment mechanism that consists of the following aspects:
 - 1) compile, convey, agree on the stages, techniques, instruments, criteria, indicators, and weight of the assessors and those assessed according to the learning plan;
 - 2) carry out the assessment process in accordance with the stages, techniques, instruments, criteria, indicators, and weight of the assessment, which contain the principles of assessment;
 - 3) provide feedback and the opportunity to question the results of the assessment to students; and
 - 4) document the assessment of the process and student learning outcomes in an accountable and transparent manner.
 - 5) report the results of the assessment of the learning process through the Lecturer Academic Information System.

14. REFERENCES

- Center for Learning Development and Quality Assurance. 2012. *Guidelines: Learning Model Based on Ignatian Pedagogy*. Yogyakarta: P3MP-LPM Sanata Dharma University.
- Curriculum Development Guidelines*.2014. Yogyakarta: Sanata Dharma University.
- Decree of the Director-General of Higher Education No. 38/Dikti/Kep/2002 concerning *Signsfor Implementation of Personality Development Courses in Higher Education*.
- Directorate of Learning and Student Affairs. 2014. *Guidelines for Higher Education Quality Assurance Systems*. Jakarta: Ministry of Education and Culture, Director General of Higher Education.
- Law of the Republic of Indonesia Number 12 of 2012 concerning Higher Education*.
- Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System*.
- Minister of National Education Decree No. 03 the Year 2020 concerning *Higher Education Standards*.
- Minister of National Education Decree No. 045/U/2002 concerning *Higher Education Curriculum*.
- Minister of National Education Education Decree No.232/U/2000 regarding *Guidelines for Higher Education Curriculum Development and Evaluation of Student Learning Outcomes*.
- Presidential Regulation No. 8 of 2012 concerning the *Indonesian National Qualifications Framework (KKNl)*.
- Regulation of the Minister of Research, Technology and Higher Education No. 44 of 2015concerning *National Higher Education Standards*.
- Republic of Indonesia Government Regulation Number 17 of 2010 concerning *Managementand Implementation of Education*.
- Sanata Dharma University Strategic Plan 2018-2022. 2018. Yogyakarta: Sanata DharmaUniversity.

15. APPENDIX: EXAMPLE OF RPS




**Description of Course Unit
According to the ECTS User's Guide 2015**

Course unit title	<i>Educational Psychology</i>
Course unit code	PEDU202
Type of course unit (compulsory, optional)	Compulsory
Level of course unit (according to EQF: first cycle Bachelor, second cycle Master)	Second cycle
Year of study when the course unit is delivered (if applicable)	Year 1
Semester/trimester when the course unit is delivered	Semester 1
Number of ECTS credits allocated	4.8
Name of lecturer(s)	Drs. Concilianus Laos Mbato, M.A., Ed.D. Paulus Kuswandono, Ph.D.
Learning outcomes of the course unit	On completing the course, the students are expected to possess knowledge of cognition and develop skills and strategies to regulate their cognition in three areas of Ignatian Pedagogy: Competence: a. understand theories in educational psychology b. understand various issues in self-regulation and metacognition in English language learning. c. Produce publishable research papers on

	<p>educational psychology in a reputable journal</p> <p>d. present research papers on educational psychology in a conference</p> <p>Conscience:</p> <p>a. gain more awareness of the important issues and debates in educational psychology</p> <p>b. improve the responsibility and autonomy in writing educational psychology research papers.</p> <p>Compassion</p> <p>1. grow critical interests in the works of various scholars in educational psychology research</p> <p>2. have a greater passion for educational psychology research</p> <p>3. work collaboratively to complete the assigned projects</p>
Mode of delivery (face-to-face, distance learning)	face-to-face, distance learning and hybrid
Prerequisites and co-requisites (if applicable)	Not applicable
Course content	Introduction to Educational Psychology, Metacognition and Learning, Reading, and Writing; Self-Regulated Learning; Multiple Intelligences; Motivation; Self-Efficacy and Attribution; Classroom and Constructivism; Individual differences; Critical Thinking Skills_Brain-based Teaching.
Recommended or required reading and other learning resources/tools	<p>Dornyei, Z. (2005). <i>The psychology of the language learner individual differences in second language acquisition</i>. London: Lawrence Erlbaum Associates.</p> <p>Ireson, J. (2008). <i>Learners' learning and educational activity</i>. London: Routledge.</p> <p>Zimmerman, B.J., Bonner, S., and Kovach, R. 1996. <i>Developing Self-Regulated Learners: Beyond Achievement to Self-Efficacy</i>. Washington, DC: The Graduate American Psychological Association.</p>
Planned learning activities and teaching methods	Presentation, discussion, individual work, group work, reflection, individual publishable paper
Language of instruction	English

Assessment methods and criteria	<ol style="list-style-type: none">1. Assignments and participation 15%2. Presentations 20%3. Mid-Term paper 30%4. Final Paper 35%
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	Semester Learning Plan
	Psychology of Education (PEDU202) English Education Master's Program
Revision 0	Effective from August 2020

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.

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

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 psychology of education

Compassion:

1. Enhance positive thinking towards 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 in working individually and in groups.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
1	<p>Hard Skills: Having a comprehensive understanding of the course requirements and expected learning outcomes</p> <p>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>	Introduction to Educational Psychology and What is Learning?	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200'	<ul style="list-style-type: none"> • Worksheet Completion • 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>	2%	<ul style="list-style-type: none"> • Ireson, 2008 (pp.6-29) • What is educational psychology: https://www.youtube.com/watch?v=BjLK9FJ5ZNO • Behaviourism https://www.youtube.com/watch?v=KYDYzR-ZWRQ • Cognitivism https://www.youtube.com/watch?v=gugvpoU2Ewo • <u>Constructivism</u> https://www.youtube.com/watch?v=EbgwfoLNfc <p>Supplementary Reading: <u>Long, 2000 (pp. 1-9; 10-45)</u></p>
2	<p>Hard Skills Having the competence and skills in understanding theories of individual differences in English language learning</p> <p>Having the ability to</p>	Metacognition and Learning (1)	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery 	200'	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class 	<p>Accuracy of understanding of related theories</p> <p>Accuracy of understanding of the introduction section of an academic paper</p>	3%	<p>Required Reading:</p> <ul style="list-style-type: none"> • Hacker, J.D. et al., 2009 (pp. 107-128). • Wenden (1987) • Mbato (2013, pp. 24-32) https://bit.ly/2MjjU9H • Improve learning by thinking about learning https://www.youtube.com/watch?v=tYg3sLcyLB8

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>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 individual differences in English language learning</p>		<p>Learning</p> <ul style="list-style-type: none"> • Critical thinking • Metacognitive learning strategy 		<p>Discussion</p> <ul style="list-style-type: none"> • Reflection 	Accuracy of understanding of literature review		<ul style="list-style-type: none"> • Good Thinking (so metacognitive) https://www.youtube.com/watch?v=f-4N7OxSMok • Metacognition, Effective Teaching and Learning: https://www.youtube.com/watch?v=yo-c-Q3KHIA
3	<p>Hard Skills Having the competence and skills in understanding theories of Intelligence and multiple intelligences</p> <p>Having the ability to analyse and write the introduction section of an academic paper</p> <p>Having the ability to</p>	Metacognition and Reading	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of the analysis and synthesis of the literature review	3%	<p>Required Reading:</p> <ul style="list-style-type: none"> • Hacker, J.D. et al., 2009 (pp. 7-25). • Zulkipli, Kabid & Ghani (2008) • Mbato (2019) <p>Supplementary Reading:</p> <ul style="list-style-type: none"> • Michalsky, Mevarech & Haibi (2009) • Mbato (2013, pp. 145-152) • Metacognition for reading comprehension <p>https://www.youtube.com/watch?v=6Wsk9nrI2Ss</p> <ul style="list-style-type: none"> • Metacognitive Reading Strategies https://www.youtube.com/watch?v=rkgUP2lgqs4 • Metacognitive Reading Strategy https://www.youtube.com/watch?v=wVfc

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	References
	<p>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 Intelligence and multiple intelligences</p>							quInfgO
4	<p>Hard Skills Having the competence and skills in understanding theories of Classroom and Constructivism 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 Classroom</p>	Metacognition and Writing	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of the analysis and sythesis of the literature review	3%	<p>Required Reading:</p> <ul style="list-style-type: none"> • Hacker, J.D. et al., 2009 (pp. 154-172). • Santelmann, Stevens & Martin (2018) • Negretti, R (2018) <p>Supplementary Material:</p> <ul style="list-style-type: none"> • Mbato and Cendra (2019) <p>https://www.youtube.com/watch?v=O691WIPEN48</p>

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	References
	and Constructivism							
5	<p>Hard Skills Having the competence and skills in understanding theories of Metacognition and Learning 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 and Learning</p>	Self-Regulated Learning (1): An Introduction	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Minit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	Accuracy of the analysis and synthesis of the literature review	3%	<p>Required Reading:</p> <ul style="list-style-type: none"> • Zimmerman, B.J. et al., 1996 (pp. 1-24; 129-137) • Ireson, 2008 (pp. 51-69). • Tsuda & Nakata (2012) • 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>Supplementary Reading:</p> <ul style="list-style-type: none"> • Mbato (2013, pp. 17-24)
6	<p>Hard Skills Having the competence and skills in understanding theories of self-regulated learning</p>	Self-Regulated Learning (2)	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry 	-200 Minit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet 	Accuracy of understanding related theories	15%	<p>Required Reading:</p> <ul style="list-style-type: none"> • Dornyei, 2005 (162-197); • Chien (2016) • Turner and Husman (2008) • Self-regulation: what is it and why is it important? https://www.youtube.com/watch?v=eyyV

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	References
	Soft Skills: Working together and individually to develop an understanding of theories of self-regulated learning		learning <ul style="list-style-type: none"> • Discovery Learning • Critical thinking • Metacognitive learning strategy 		<ul style="list-style-type: none"> • Group Presentation • Whole Class Discussion • Reflection 			<u>8Tylcms</u> Supplementary Reading <ul style="list-style-type: none"> • Mbato (2013, pp. 164-179)
7	Hard Skills: Having the ability to analyse and write the introduction section of an academic paper Having the ability to analyse and write a brief literature review on a chosen topic Soft Skills: Having the ability to work individually and with others in analysing and writing a brief literature review	Mid-Term Test: Submission of Paper 1 (Additional) Multiple Intelligences	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	The accuracy of the analysis of the questionnaire in an academic paper	2%	
8	Hard Skills Having the competence and skills in understanding theories of self-	Self-Regulated Learning (2) Regulation of Emotion	<ul style="list-style-type: none"> • Constructivism • Problem-based 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed 	The accuracy of the description, explanation, and analysis of the research report	3%	Required Reading: Sander L. Koole, Lotte F. van Dillen Gal Sheppes (pp. 22-40). The Self-Regulation of Emotion. Supplementary Reading:

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>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: Working together and individually to develop an understanding of theories of self-regulated learning</p>		<p>learning</p> <ul style="list-style-type: none"> • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 		<p>worksheet</p> <ul style="list-style-type: none"> • Group Presentation • Whole Class Discussion • Reflection 			<p>Gross & Thompson (2013), Emotion Regulation: Conceptual Foundations</p> <p>Handbook of self-regulation (second ed.) Research, theory and application; edited by Kathelen D. Vohs and Roy F. Baumeister ; Guilford Press; New York. 2011.</p> <p>Supplementary reading: Mbato, C.L. (2013, pp. 101-119)</p>
9	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of regulation of emotion</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</p>	Motivation and self-motivation	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Minit	<ul style="list-style-type: none"> • 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	3%	<p>1. Required Reading: Dornyei, 2005 (65-119)</p> <p>2. Supplementary Reading: Dornyei, (1998).</p> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> • <u>Dornyei, (1998).</u> • Mbato (2013, pp. 124-136) • Hapsari and Mbato (2019) • Diasti and Mbato (2020)

(1) Week	(2) Expected Learning Outcomes	(3) Learning Materials	(4) Learning Methods	(5) Time Allotment	(6) Learning Activities	(7) Assessment Criteria (Indicator)	(8) Value	References
	<p>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>							
10	<p>Hard Skills Having the competence and skills in understanding theories of Motivation, Engagement and Volition</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: Working together and individually to develop</p>	Motivation, Engagement and Volition	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	-200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 		15%	<p>Required Reading: Dornyei (pp. 65-119) Supplementary Reading: O'Donnel (pp. 431-470 & 489-499)</p>

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	an understanding of theories of motivation, engagement and volition							
11	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of self-efficacy and attribution in learning</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>Having the ability to develop research instruments</p> <p>Soft Skills:</p> <p>Working together and individually to develop an understanding of theories of motivation, engagement and volition</p>	<ul style="list-style-type: none"> • Quizz • Self-Efficacy and Attribution in Learning 	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	- 200 Menit	<ul style="list-style-type: none"> • 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	2%	<p>Required Reading:</p> <p>Zimmerman & Schunk, 2014 (431-458): "Albert Bandura: The Scholar and his contributions to educational psychology". Marwah, New Jersey: Lawrence Erlbaum Associates.</p> <p>Supplementary Reading</p> <ul style="list-style-type: none"> • Mbato (2013, pp. 136-144) • Wijaya and Mbato (2020)
12	Hard Skills	Classroom and Constructivism	• Constructivism	200 Menit	• Worksheet	The accuracy of the description,	3%	Required Reading: Pritchard and Woolard, 2010 (pp. 1-32).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	<p>Having the competence and skills in understanding theories of mastery beliefs, skills and expertise</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>Having the ability to develop research instruments</p> <p>Soft Skills: Working together and individually to develop an understanding of theories of mastery beliefs, skills and expertise</p>		<p>m</p> <ul style="list-style-type: none"> • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 		<p>Completion</p> <ul style="list-style-type: none"> • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 	<p>explanation, and analysis of the research report</p>		<p>Supplementary Reading:</p> <ul style="list-style-type: none"> • Ireson, 2008 (pp. 75-115). • O'Donnel, et al., 2012 (357-384)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
13	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of brain-based teaching</p> <p>Having the ability to collect data based on the developed questionnaire</p> <p>Having the ability to analyse data and write a report</p> <p>Soft Skills:</p> <p>Working together and individually to develop an understanding of theories of brain-based teaching</p>	Individual Differences	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • 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	3%	<p>Required reading:</p> <p>Dornyei, 2005 (pp. 1-9; 197-217).</p> <p>Supplementary Reading:</p> <p>Long, 2000 (pp. 76-103)</p>
14	<p>Hard Skills</p> <p>Having the competence and skills in understanding theories of brain-based teaching</p> <p>Having the ability to collect data based on the developed questionnaire</p>	Critical Thinking Skills Brain-based Teaching	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking 	200 Menit	<ul style="list-style-type: none"> • 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		<p>Required Reading:</p> <p>Jensen, E (pp. pp. 112-159).</p> <p>Supplementary Reading:</p> <p>O'Donnel, et al., 2012 (pp. 88-137; 225-265)</p> <p>Supplementary Reading:</p> <ul style="list-style-type: none"> • Mbato, C.L. (2019).

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	References
Week	Expected Learning Outcomes	Learning Materials	Learning Methods	Time Allotment	Learning Activities	Assessment Criteria (Indicator)	Value	
	Having the ability to analyse data and write a report Soft Skills: Working together and individually to develop an understanding of theories of brain-based teaching		<ul style="list-style-type: none"> • Metacognitive learning strategy 					
15	Hard Skills Having the competence and skills in writing a publishable academic paper as required by the course Soft Skills: Working together and individually to write an individual publishable academic paper	Paper Submission	<ul style="list-style-type: none"> • Constructivism • Problem-based learning • Inquiry learning • Discovery Learning • Critical thinking • Metacognitive learning strategy 	200 Menit	<ul style="list-style-type: none"> • Worksheet Completion • Small Group Discussion of the completed worksheet • Group Presentation • Whole Class Discussion • Reflection 		40%	
							100%	

References:

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- Zimmerman, B. J., & Schunk, D. H. (2003). Albert Bandura: The scholar and his contributions to educational psychology. In Barry J.

Zimmerman, & Dale H. Schunk (Eds.), *Educational Psychology: A Century of Contribution*. Marwah, New Jersey: Lawrence Erlbaum Associates.

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 <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)

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
		<p>4. What worked well for you in class? 5. What did not work well for you in class?</p> <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)	
10-16	<p>8. Regulation of Emotion 9. Motivation, Engagement and Volition 10. Self-Efficacy and Attribution to Learning 11. Classroom and Constructivism 12. Individual Differences 13. Critical Thinking Skills_Brain-based Teaching 14. Paper Writing and Review 15. Paper Writing and Review 16. Paper Writing and Review</p>	<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??" <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 Regulation of Emotion, Motivation, Engagement and Volition, Self-Efficacy and Attribution to 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 <p>reflection:</p>

Meeting	Learning Materials	Learning Process based on: context, experience, reflection, action, evaluation
		<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.

COURSE TASK DESIGN

Course Task Design																													
1.	<p>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.</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>Score(x)</th> <th>Value</th> <th>Quality Number</th> </tr> </thead> <tbody> <tr> <td>$8.0 \geq x$</td> <td>A</td> <td>4.00</td> </tr> <tr> <td>$7.7 \leq x < 7.9$</td> <td>A-</td> <td>3.70</td> </tr> <tr> <td>$7.4 \leq x < 7.7$</td> <td>B+</td> <td>3.30</td> </tr> <tr> <td>$7.0 \leq x < 7.4$</td> <td>B</td> <td>3.00</td> </tr> <tr> <td>$6.7 \leq x < 7.0$</td> <td>B-</td> <td>2.70</td> </tr> <tr> <td>$6.4 \leq x < 6.7$</td> <td>C+</td> <td>2.30</td> </tr> <tr> <td>$5.6 \leq x < 6.4$</td> <td>C</td> <td>2.00</td> </tr> <tr> <td>$5.0 \leq x < 5.6$</td> <td>D</td> <td>1.00</td> </tr> </tbody> </table>		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
Score(x)	Value	Quality Number																											
$8.0 \geq x$	A	4.00																											
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$5.6 \leq x < 6.4$	C	2.00																											
$5.0 \leq x < 5.6$	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 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	6	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							
1 5	Tells where the research topic fits in the larger context of education						
1 6	Focuses primarily on recent literature (within the last 5 years from the DOI/Date of Issue)						
1 7	Provides adequate support for the selection of the research question(s) by discussing previous research findings related to the research topic						
1 8	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>)						
1 9	Summarizes those research studies and synthesizes to logically introduce the method(s).						
Method							
2 0	Logically follows the literature review						
2 1	Describes the context of the study and the population sampled						
2 2	Describes the sampling method used(<i>necessary</i>)						
2 3	Outlines and defends the data collection method(s) used(<i>necessary</i>)						
2 4	Discusses how the data were collected and why						
Results / Findings							
2 5	Are directly connected to methodology and address the research question(s)						
2 6	Summarize the data collected (e.g. using descriptive statistics)						
2 7	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.						