	Universitas Negeri Surabaya **S1 Pendidikan Bahasa Inggris**	**Kode Dokumen**

RENCANA PEMBELAJARAN SEMESTER

MATA KULIAH (MK)	KODE	Rumpun MK	BOBOT (sks)			SEMESTER	Tgl Penyusunan
Educational Technology in ELT	8820303263		2				26 November 2026

OTORISASI	Pengembang RPS	Koordinator RMK	Koordinator Program Studi
	Dr. Yuri Lolita, S.Pd., M.Pd.		HIMMAWAN ADI NUGROHO

Deskripsi Singkat MK	This course develops students' pedagogical, technological, critical, and design competence to select, create, implement, and evaluate educational technologies for English Language Teaching (ELT). It covers CALL/TELL/MALL foundations, TPACK and technology-integration frameworks, digital literacy and citizenship, LMS and blended learning, multimedia and open educational resources, mobile learning, technology for language skills, digital assessment and learning analytics, artificial intelligence and generative AI, gamification and immersive technologies, accessibility and Universal Design for Learning (UDL), as well as sustainable and responsible educational technology. Through Project Based Learning, students design and test an inclusive technology-enhanced ELT solution aligned with learning outcomes, learner characteristics, ethical principles, and the Sustainable Development Goals (SDGs).

Capaian Pembelajaran (CP)

CPL-PRODI yang dibebankan pada MK	
CPL-3	Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan
CPL-7	Menunjukkan pemahaman yang baik tentang konsep pembelajaran bahasa Inggris dari perspektif nasional dan global.
CPL-9	Merencanakan, melaksanakan dan mengevaluasi pembelajaran Bahasa Inggris secara efektif dan kreatif.
CPL-11	Menciptakan produk terkait dengan pembelajaran bahasa Inggris.

Capaian Pembelajaran Mata Kuliah (CPMK)	
CPMK-1	Apply critical and responsible digital literacy principles in the selection and use of educational technologies for ELT.
CPMK-2	Evaluate educational technology choices using sustainability, equity, and responsible innovation principles.
CPMK-3	Analyze the foundations, scope, and pedagogical relevance of educational technology in English Language Teaching.
CPMK-4	Analyze educational technology integration frameworks and learning principles relevant to ELT.
CPMK-5	Design inclusive and accessible technology-enhanced ELT activities based on learner needs.
CPMK-6	Plan coherent blended and online ELT learning using appropriate digital learning platforms.
CPMK-7	Evaluate and apply mobile-assisted language learning tools according to pedagogical and learner needs.
CPMK-8	Design technology-enhanced ELT activities for receptive language skills.
CPMK-9	Design technology-enhanced ELT activities for productive and collaborative language use.
CPMK-10	Design appropriate digital assessment and feedback and interpret learning analytics responsibly.
CPMK-11	Evaluate and design pedagogically meaningful gamified and immersive learning activities for ELT.
CPMK-12	Create effective, accessible, and responsibly designed multimedia materials for ELT.
CPMK-13	Develop a technology-enhanced ELT prototype integrating pedagogy, accessibility, ethics, and sustainability principles.
CPMK-14	Develop responsible and pedagogically appropriate AI-supported learning activities for ELT.
CPMK-15	Test, evaluate, and refine a technology-enhanced ELT product using evidence and user feedback.
CPMK-16	Present, justify, and evaluate a sustainable technology-enhanced ELT product.

Matrik CPL - CPMK

CPMK	CPL-3	CPL-7	CPL-9	CPL-11
CPMK-1	✔			
CPMK-2	✔			
CPMK-3		✔		
CPMK-4		✔		
CPMK-5			✔	
CPMK-6			✔	
CPMK-7			✔	
CPMK-8			✔	
CPMK-9			✔	
CPMK-10			✔	
CPMK-11			✔	
CPMK-12				✔
CPMK-13				✔
CPMK-14				✔
CPMK-15				✔
CPMK-16				✔

Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)

CPMK	Minggu Ke															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
CPMK-1			✔													
CPMK-2														✔		
CPMK-3	✔															
CPMK-4		✔														
CPMK-5				✔												
CPMK-6					✔											
CPMK-7							✔									
CPMK-8									✔							
CPMK-9										✔						
CPMK-10											✔					
CPMK-11													✔			
CPMK-12						✔										
CPMK-13								✔								
CPMK-14												✔				
CPMK-15															✔	
CPMK-16																✔

Pustaka

Utama :

1. Chapelle, C. A., & Sauro, S. (Eds.). (2017). The handbook of technology and second language teaching and learning. Wiley. DOI: 10.1002/9781118914069.
2. Farr, F., & Murray, L. (Eds.). (2016). The Routledge handbook of language learning and technology. Routledge. DOI: 10.4324/9781315657899.
3. Dudeney, G., & Hockly, N. (2007). How to teach English with technology. Pearson Longman. ISBN: 978-1-4058-5308-8.
4. Mayer, R. E. (2021). Multimedia learning (3rd ed.). Cambridge University Press. DOI: 10.1017/9781316941355.
5. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017–1054. DOI: 10.1111/j.1467-9620.2006.00684.x.
6. UNESCO. (2023). Global education monitoring report 2023: Technology in education—A tool on whose terms? UNESCO. DOI: 10.54676/UZQV8501.
7. Miao, F., & Holmes, W. (2023). Guidance for generative AI in education and research. UNESCO. DOI: 10.54675/EWZM9535.

Pendukung :

1. Metruk, R. (2024). Mobile-assisted language learning and pronunciation instruction: A systematic literature review. Education and Information Technologies, 29, 16255–16282. DOI: 10.1007/s10639-024-12453-0.
2. Li, R. (2024). Effects of mobile-assisted language learning on foreign language learners' speaking skill development. Language Learning & Technology, 28(1), 1–26. DOI: 10.64152/10125/73553.
3. Ibrahim, K. A. A.-A., Kassem, M. A. M., & Lami, D. (2024). Intelligent computer-assisted language assessment (ICALA) in philosophy-based language instruction. Language Testing in Asia, 14, Article 46. DOI: 10.1186/s40468-024-00320-1.
4. Chen, J. (2024). Effects of learning analytics-based feedback on students' self-regulated learning and academic achievement in a blended EFL course. System, 124, 103388. DOI: 10.1016/j.system.2024.103388.

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (*offline*)	*Daring (online)*		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Explain the foundations and scope of educational technology in ELT and relate technology use to pedagogical goals and learner needs.	Accurately explains CALL/TELL/MALL, distinguishes technology-driven from pedagogy-driven decisions, and connects TPACK to ELT examples.	Criteria: conceptual accuracy, relevance, critical reasoning. Assessment: Aktifitas Partisipatif.	Mini lecture, concept mapping, case discussion. 2 x 50	1. LMS reading forum and diagnostic survey.	Accurately explains CALL/TELL/MALL, distinguishes technology-driven from pedagogy-driven decisions, and connects TPACK to ELT examples.	2%
2	Analyze technology-integration frameworks and learning principles for designing effective technology-enhanced ELT.	Compares TPACK, SAMR/RAT-type integration perspectives, affordances, and learning principles; justifies fit to an ELT scenario.	Criteria: analytical depth, pedagogical alignment, evidence use. Assessment: Aktifitas Partisipatif.	Case-based learning, small-group analysis. 2 x 50	1. Collaborative annotation of readings.	Pedagogical frameworks for technology integration; affordances and constraints; learner-centered digital pedagogy. Refs: Chapelle & Sauro (2017); Hubbard & Levy (2016).	3%
3	Apply digital literacy, digital citizenship, copyright, privacy, and information-evaluation principles in ELT technology use.	Evaluates digital resources for credibility, copyright/licensing, privacy, and responsible use; identifies risks and mitigation.	Criteria: accuracy, ethical reasoning, source evaluation. Assessment: Aktifitas Partisipatif.	Resource audit workshop and scenario discussion. 2 x 50	1. Online source-verification task.	Digital/media/information literacy; OER and copyright; privacy; digital footprints; academic integrity; AI literacy basics. Refs: UNESCO digital education resources.	2%
4	Design inclusive and equitable technology-supported ELT activities using accessibility and UDL principles.	Identifies learner and access barriers; applies multiple means of engagement, representation, and action/expression; provides low-bandwidth alternatives.	Criteria: inclusivity, accessibility, feasibility. Assessment: Aktifitas Partisipatif.	UDL redesign clinic, accessibility checklist. 2 x 50	1. Accessibility testing of selected resources.	Universal Design for Learning; accessibility; disability inclusion; digital divide; low-bandwidth/mobile-first design. Refs: CAST UDL Guidelines 3.0.	
5	Plan a coherent blended or online ELT learning sequence using an LMS or equivalent platform.	Organizes objectives, content, interaction, tasks, feedback, and learner support in a clear digital learning flow.	Criteria: coherence, usability, pedagogical alignment. Assessment: Aktifitas Partisipatif.	Project-Based Learning dan Guided Lab Session.	1. Build a simple LMS/module structure.	LMS, blended/hybrid/flipped learning, online interaction, community, netiquette. Refs: Hubbard & Levy (2016); UNESCO (2023).	2%
6	Create multimedia ELT materials using evidence-informed design principles and responsible resource use.	Produces a functional multimedia learning object with clear signaling, manageable cognitive load, accessibility features, and appropriate attribution.	Criteria: instructional design, technical quality, accessibility, copyright compliance. Assessment: Praktik / Unjuk Kerja.	Multimedia design studio and demonstration. 2 x 50	1. Independent production and peer feedback.	Multimedia learning; audio/video/image/text integration; interactive content; OER; captions/transcripts. Refs: Mayer (2021).	
7	Evaluate and use mobile-assisted language learning (MALL) tools for flexible and inclusive ELT.	Applies a selection rubric covering learning value, usability, accessibility, data/privacy, cost, and device/connectivity constraints.	Criteria: tool evaluation quality, contextual fit, practicality. Assessment: Aktifitas Partisipatif.	App/tool evaluation carousel and microlearning design. 2 x 50	1. Mobile-first activity trial.	MALL, microlearning, spaced practice, QR/mobile content, messaging platforms, learner autonomy. Refs: Chapelle & Sauro (2017).	
8	Develop a mid-semester prototype of a technology-enhanced ELT mini-unit that integrates pedagogy, accessibility, ethics, and SDGs.	Presents a design brief, prototype, rationale, learner profile, learning outcomes, accessibility plan, and SDG alignment.	Criteria: problem-solution fit, pedagogical quality, innovation, feasibility, accessibility, SDG integration. Assessment: Penilaian Hasil Project / Produk.	Prototype showcase, critique, revision planning. 2 x 50	1. Digital submission of prototype and design brief.	MID-SEMESTER PROJECT 1: Technology-Enhanced ELT Mini-Unit Prototype. Refs: course references and selected studies.	20%
9	Design technology-supported activities for receptive language skills using authentic, accessible, and level-appropriate digital resources.	Creates listening/reading tasks with scaffolding, captions/transcripts/annotation as appropriate, and explicit learning outcomes.	Criteria: skill alignment, scaffolding, authenticity, accessibility. Assessment: Aktifitas Partisipatif.	Design sprint and microteaching. 2 x 50	1. Resource curation and task adaptation.	Technology for listening and reading; podcasts/video; captions; digital annotation; adaptive texts; online corpora/resources. Refs: Chapelle & Sauro (2017).	
10	Design technology-supported activities for productive language skills and collaborative language use.	Creates speaking/writing activities using appropriate collaboration, recording, storytelling, corpus, or peer-feedback tools.	Criteria: interaction quality, communicative purpose, tool fit, feedback design. Assessment: Aktifitas Partisipatif.	Collaborative design, peer review, demonstration. 2 x 50	1. Asynchronous speaking/writing trial.	Technology for speaking and writing; digital storytelling; peer feedback; collaborative writing; corpus-informed learning. Refs: Hubbard & Levy (2016).	

11	Design digital assessment and feedback processes and interpret basic learning analytics responsibly.	Constructs valid digital formative assessment; applies rubric/feedback; interprets learner data without overclaiming and with privacy safeguards.	Criteria: validity, feedback quality, data interpretation, ethics. Assessment: Aktifitas Partisipatif.	Digital assessment lab and analytics case. 2 x 50	1. Create quiz/e-portfolio/rubric and short analytics reflection.	Digital assessment; e-portfolios; automated/teacher feedback; learning analytics; data ethics and privacy. Refs: UNESCO (2023); selected current studies.	
12	Critically and responsibly integrate AI and generative AI into ELT design, learning, and assessment.	Creates an AI-supported ELT activity with prompt strategy, human oversight, bias/hallucination checks, privacy considerations, and academic-integrity guidance.	Criteria: pedagogical value, ethical safeguards, transparency, critical AI literacy. Assessment: Penilaian Hasil Project / Produk.	AI design lab, red-teaming, demonstration. 2 x 50	1. AI-supported activity prototype and risk/ethics statement.	AI/GenAI in ELT; prompting; AI-assisted materials and feedback; hallucination, bias, privacy, academic integrity, human agency. Refs: Miao & Holmes (2023); UNESCO AI in Education.	18%
13	Evaluate gamification and immersive technologies for meaningful ELT use rather than novelty-driven adoption.	Analyzes pedagogical affordances, cognitive/technical demands, accessibility, cost, and context; designs an appropriate gamified/immersive activity.	Criteria: critical evaluation, learner fit, feasibility, inclusion. Assessment: Aktifitas Partisipatif.	Gamification/AR/VR case analysis and design challenge. 2 x 50	1. Interactive prototype or storyboard.	Gamification; gameful learning; AR/VR/XR; virtual environments; immersive tasks; accessibility and device constraints. Refs: selected current studies.	
14	Apply sustainability principles to educational technology choices and ELT learning design.	Compares TPACK, SAMR/RAT-type integration perspectives, affordances, and learning principles; justifies fit to an ELT scenario.	Criteria: analytical depth, pedagogical alignment, evidence use. Assessment: Aktifitas Partisipatif.	Case-based learning, small-group analysis. 2 x 5	1. Collaborative annotation of readings	Pedagogical frameworks for technology integration; affordances and constraints; learner-centered digital pedagogy. Refs: Chapelle & Sauro (2017); Hubbard & Levy (2016)	3%
15	Test, evaluate, and refine the capstone technology-enhanced ELT solution through user feedback and evidence-based iteration.	Collects structured peer/user feedback; identifies usability, accessi2bility, learning, ethical, and sustainability issues; documents revisions.	Criteria: quality of testing, responsiveness to evidence, reflection, improvement. Assessment: Aktifitas Partisipatif.	User testing, peer critique, revision conference. 2 x 50	1. Revision log and final documentation.	Usability testing; accessibility review; formative evaluation; project refinement; implementation planning. Refs: course references.	
16	Present and defend a sustainable technology-enhanced ELT solution and evaluate its pedagogical, ethical, inclusive, and sustainability impact.	Demonstrates the final product, justifies design decisions with evidence, explains SDG alignment, reports testing/revisions, and reflects on limitations and future improvement.	Criteria: product quality, pedagogical alignment, innovation, accessibility, ethics, sustainability, evidence, presentation. Assessment: Penilaian Hasil Project / Produk.	Project-Based Learning (PjBL) yang diintegrasikan dengan metode Peer-Review dan Oral Defense.	1. Final digital portfolio submission.	FINAL PROJECT: Sustainable Technology-Enhanced ELT Solution and reflective evaluation. Refs: all core and supporting references.	22%

Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (CPL-Prodi)** adalah rumusan kemampuan yang harus dimiliki oleh lulusan program studi yang mencakup sikap, penguasaan pengetahuan, keterampilan umum, dan keterampilan khusus sesuai dengan jenjang kualifikasi, yang diperoleh melalui proses pembelajaran.
2. **CPL-Prodi yang dibebankan pada Mata Kuliah** adalah bagian dari CPL-Prodi yang dipilih dan relevan untuk dikembangkan melalui suatu mata kuliah, sebagai dasar perumusan capaian pembelajaran mata kuliah.
3. **Capaian Pembelajaran Mata Kuliah (CPMK)** adalah kemampuan yang dirumuskan secara spesifik dan diturunkan dari CPL-Prodi yang dibebankan pada mata kuliah, serta menggambarkan kompetensi yang harus dicapai mahasiswa setelah menyelesaikan mata kuliah.
4. **Sub-CPMK** adalah kemampuan akhir yang direncanakan pada setiap tahap pembelajaran, sebagai penjabaran lebih rinci dari CPMK, bersifat terukur dan dapat diamati sesuai dengan materi pembelajaran.
5. **Indikator Penilaian** adalah pernyataan spesifik dan terukur yang digunakan untuk menilai ketercapaian Sub-CPMK, baik dari proses maupun hasil belajar mahasiswa, yang didukung dengan bukti penilaian.
6. **Kriteria Penilaian** adalah tolok ukur yang digunakan untuk menentukan tingkat ketercapaian hasil belajar mahasiswa berdasarkan indikator penilaian, guna menjamin penilaian yang objektif, konsisten, dan adil. Kriteria penilaian dapat bersifat kuantitatif dan/atau kualitatif.
7. **Bentuk Penilaian** meliputi penilaian tes dan non-tes sesuai dengan karakteristik capaian pembelajaran.
8. **Bentuk Pembelajaran** meliputi kuliah, responsi, tutorial, seminar atau bentuk lain yang setara, praktikum, praktik studio, praktik bengkel, praktik lapangan, penelitian, dan pengabdian kepada masyarakat.
9. **Metode Pembelajaran** merupakan cara penyampaian pembelajaran yang digunakan untuk mencapai capaian pembelajaran, antara lain Small Group Discussion, Project Based Learning, Case Based Learning, Collaborative Learning, Discovery Learning, Self-Directed Learning, serta metode lain yang relevan.
10. **Materi Pembelajaran** adalah bahan kajian yang disusun secara sistematis dalam bentuk pokok dan sub-pokok bahasan untuk mendukung pencapaian Sub-CPMK.
11. **Bobot Penilaian** adalah persentase kontribusi setiap komponen penilaian terhadap nilai akhir mata kuliah, yang ditetapkan secara proporsional sesuai tingkat kompleksitas dan ketercapaian Sub-CPMK, dengan total keseluruhan sebesar 100%.
12. TM = Tatap Muka, PT = Penugasan Terstruktur, BM = Belajar Mandiri.