



**Universitas Negeri Surabaya
Fakultas Bahasa dan Seni
Program Studi S1 Pendidikan Bahasa Inggris**

Kode Dokumen

RENCANA PEMBELAJARAN SEMESTER

| MATA KULIAH (MK) | KODE | Rumpun MK | BOBOT (sks) | SEMESTER | Tgl Penyusunan | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Educational Technology in ELT | 8820303263 | Mata Kuliah Wajib Program Studi | T=2 P=0 ECTS=3.18 | 4 | 7 Desember 2024 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| OTORISASI | Pengembang RPS | | Koordinator RMK | Koordinator Program Studi | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Dr. Nur Chakim, S.Pd., M.Pd. | | | Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Model Pembelajaran | Project Based Learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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-11 | Menciptakan produk terkait dengan pembelajaran bahasa Inggris. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Capaian Pembelajaran Mata Kuliah (CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 1 | Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 2 | Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK - 3 | Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Matrik CPL - CPMK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>CPMK</th> <th>CPL-3</th> <th>CPL-7</th> <th>CPL-11</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-2</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>CPMK-3</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table> | CPMK | CPL-3 | CPL-7 | CPL-11 | CPMK-1 | ✓ | ✓ | ✓ | CPMK-2 | ✓ | ✓ | ✓ | CPMK-3 | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK | CPL-3 | CPL-7 | CPL-11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | CPMK-1 | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">CPMK</th> <th colspan="16">Minggu Ke</th> </tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th> </tr> </thead> <tbody> <tr> <td>CPMK-1</td> <td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-2</td> <td></td><td style="text-align: center;">✓</td><td style="text-align: center;">✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>CPMK-3</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table> | 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 | Minggu Ke | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-1 | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-2 | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CPMK-3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deskripsi Singkat MK | This course aims to reshape the perspective of technology with the framework of technological, pedagogical and content knowledge (TPACK) and English for specific purposes (ESP) to the students as pre-service teacher. It is designed to increase basic awareness of technology concepts and to provide experience that facilitates collaborative learning. This course integrates the use of technological knowledge (i.e. Interactive PowerPoint, Video, Audio, Youtube, Quizzes, Kahoot, Google-Form, Educational Websites, Digital Story-Telling, Flipgrid, Vlog, Podcast, Jamboard, Wordwall, Padlet, Mentimeter, Quizlet, Wakelet, Digital games, Google Classroom, etc), pedagogical knowledge (contextual learning, problem-based learning, project based learning, flipped classroom etc.) and content knowledge (ESP materials, e.g. English for tourism, natural science, social science, economics, sport, medical science, arts, etc.) in the form of peer teaching practices. This course is a project-based instruction. The learning activities are mainly student-centred, in which the students select/develop a particular type of educational technology tool, present it in class and demonstrate how to use them to assist the teaching of English. The lessons are conducted in the form of lectures, group discussions and student presentations/peer-teaching. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pustaka | Utama : | <ol style="list-style-type: none"> 1. Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). TPACK: Time to be considered in teaching reading. <i>International Journal of Learning, Teaching and Educational Research</i>, 18(6), 68–95. doi:10.26803/ijlter.18.6.5 2. Drajati, N. A., Tan, L., Haryati, S., Rochsantiningih, D., & Zainnuri, H. (2018). Investigating English language teachers in developing TPACK and multimodal literacy. <i>Indonesian Journal of Applied Linguistics</i>, 7(3), 575–582. doi:10.17509/ijal.v7i3.9806 3. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. <i>Teachers College Record</i>, 108(6), 1017–1054. doi:10.1111/j.1467-9620.2006.00684.x 4. Mishra, P. (2019). Considering contextual knowledge: The TPACK diagram gets an upgrade. <i>Journal of Digital Learning in Teacher Education</i>, 35(2), 76-78. doi :10.1080/21532974.2019.1588611 5. Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i>. Edinburg: Pearson Education Limited | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Pendukung : | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>1. Tseng, J. J. (2016). Developing an instrument for assessing technological pedagogical content knowledge as perceived by EFL students. <i>Computer Assisted Language Learning</i>.</p> <p>2. Tai, H.C., Pan, M.Y., & Lee, B.O. (2015). Applying Technological Pedagogical and Content Knowledge (TPACK) model to develop an online English writing course for nursing students. <i>Nurse Education Today</i>, 35(6), 782–788.</p> | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| Dosen Pengampu | | <p>OIKUREMA PURWATI Dr. Yuri Lolita, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Silfia Asningtias, S.Pd., M.TESOL. Sueb, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd.</p> | | | | | |
| Mg Ke- | Kemampuan akhir tiap tahapan belajar (Sub-CPMK) | Penilaian | | Bentuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu] | | Materi Pembelajaran [Pustaka] | Bobot Penilaian (%) |
| | | Indikator | Kriteria & Bentuk | Luring (offline) | Daring (online) | | |
| (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
| 1 | To explain the concept of educational technology in English Language Teaching (ELT) | 1. Overview of the TPACK framework and ESP. 2. Brainstorm session: How can technology assist ESP teaching? | Kriteria: Able to explain TPACK framework and ESP Bentuk Penilaian : Aktifitas Partisipasif | - Lecture-discussion 2 X 50 | | Materi: TPACK and ELT Pustaka: <i>Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research, 18(6), 68–95. doi:10.26803/ijlter.18.6.5</i> | 5% |
| 2 | To understand the different types of teaching aids in ELT and their roles in facilitating language learning | To explain technology in language teaching, attitudes to technology, | Kriteria: Able to explain technology in language teaching, attitudes to technology Bentuk Penilaian : Aktifitas Partisipasif | - Lecture-discussion 4 X 50 | | Materi: technology in language teaching, attitudes to technology Pustaka: <i>Dudeny, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 3 | To understand the different types of teaching aids in ELT and their roles in facilitating language learning | To mention internet-based project work | Kriteria: Able to mention internet-based project work Bentuk Penilaian : Aktifitas Partisipasif | - Lecture-discussion 4 X 50 | | Materi: internet-based project work Pustaka: <i>Dudeny, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 10% |
| 4 | To design and develop visual aid in ELT | - to formulate learning objectives in certain English class - to design a mini lesson plan of the classto design visual aid used in the class | Kriteria: Able to formulate learning objectives in certain English class Bentuk Penilaian : Aktifitas Partisipasif | - Student presentation-Discussion 4 X 50 | | Materi: pedagogical knowledge Pustaka: <i>Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research, 18(6), 68–95. doi:10.26803/ijlter.18.6.5</i> | 5% |
| 5 | To design and develop visual aid in ELT | - to formulate learning objectives in certain English class - to design a mini lesson plan of the classto design visual aid used in the class | Kriteria: LAnuage used and creativity Bentuk Penilaian : Aktifitas Partisipasif | - Student presentation-Discussion 4 X 50 | | Materi: Exploring the TPACK framework Pustaka: <i>Tseng, J. J. (2016). Developing an instrument for assessing technological pedagogical content knowledge as perceived by EFL students. Computer Assisted Language Learning</i> , | 5% |
| 6 | To design and develop visual aid in ELT | - to formulate learning objectives in certain English class - to design a mini lesson plan of the classto design visual aid used in the class | Kriteria: able to explain content knowledge Bentuk Penilaian : Aktifitas Partisipasif | - Student presentation-Discussion 4 X 50 | | Materi: Revisiting technological pedagogical content knowledge Pustaka: <i>Mishra, P. (2019). Considering contextual knowledge: The TPACK diagram gets an upgrade. Journal of Digital Learning in Teacher Education, 35(2), 76-78. doi :10.1080/21532974.2019.1588611</i> | 5% |
| 7 | To design and develop audio aid in ELT | - to formulate learning objectives in certain English class - to design a mini lesson plan of the class - to design audio aid used in the class | Kriteria: Able to design a mini lesson plan of the class by using technology Bentuk Penilaian : Aktifitas Partisipasif | - Student presentation-Discussion 2 X 50 | | Materi: technology based lesson plan Pustaka: <i>Dudeny, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |

| | | | | | | | |
|----|--------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| 8 | Mid test | Mid test | Kriteria: able to do the mid-term test Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk, Tes | Mid test 2 X 50 | | Materi: Content knowledge and TPACK Pustaka: <i>Tai, H.C., Pan, M.Y., & Lee, B.O. (2015). Applying Technological Pedagogical and Content Knowledge (TPACK) model to develop an online English writing course for nursing students. Nurse Education Today, 35(6), 782–788.</i> | 5% |
| 9 | Creating Interactive Assessments | Design online quizzes and assessments for ELT. | Kriteria: Able to Use tools like Google Forms, Kahoot, or Socrative Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | presentation, demonstration and discussion 2x50 | | Materi: digital learning materials Pustaka: <i>Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research, 18(6), 68–95. doi:10.26803/ijlter.18.6.5</i> | 5% |
| 10 | Using Virtual Learning Environments (VLEs) | Explore VLE platforms like Moodle, Edmodo, or Google Classroom | Kriteria: Able to Integrate VLEs into ELT contexts. Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | presentation and discussion 2x50 | | Materi: Integrate VLEs into ELT contexts. Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 11 | Digital Storytelling in ELT | Understand the use of storytelling apps/tools for language skills. | Kriteria: able to use Digital Storytelling in ELT Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | presentation and discussion | | Materi: Create a digital story for a specific ELT objective Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 12 | Collaborative Online Learning Tools | Examine tools like Zoom, Microsoft Teams, and Padlet for collaboration. | Kriteria: Able to use tools like Zoom, Microsoft Teams, and Padlet for collaboration. Bentuk Penilaian : Aktifitas Partisipasif | presentation and discussion | | Materi: Enhance teamwork and communication in PBL. Pustaka: <i>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</i> | 5% |
| 13 | Data-Driven Decision Making in ELT | Analyze student progress using data from digital tools | Kriteria: able to Analyze student progress using data from digital tools Bentuk Penilaian : Aktifitas Partisipasif | presentation and discussion | | Materi: Interpreting analytics dashboards from tools like Google Classroom. Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 14 | Using the latest technology in ELT | Able to use the latest technology in ELT | Kriteria: Able to present the draft of the project on educational technology in ELT Bentuk Penilaian : Aktifitas Partisipasif | presentation and discussion | | Materi: projects on the use of technology in ELT Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 15 | Mock Presentations and Feedback | Test final project delivery | Kriteria: able to present final project delivery well Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | presentation and discussion | | Materi: finalizing project of educational technology in ELT Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 5% |
| 16 | Final-term test | Present final projects to the class | Kriteria: able to present the product on using technology in ELT Bentuk Penilaian : Penilaian Hasil Project / Penilaian Produk | Final assessment presentation | | Materi: project on how to use technology in ELT Pustaka: <i>Dudeney, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</i> | 20% |

Rekap Persentase Evaluasi : Project Based Learning

| No | Evaluasi | Persentase |
|----|--------------------------------------------|------------|
| 1. | Aktifitas Partisipasif | 55% |
| 2. | Penilaian Hasil Project / Penilaian Produk | 42.5% |
| 3. | Tes | 2.5% |
| | | 100% |

Catatan

1. **Capaian Pembelajaran Lulusan Prodi (CPL - Prodi)** adalah kemampuan yang dimiliki oleh setiap lulusan prodi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Prodi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CPMK Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 8 Desember 2024

Koordinator Program Studi S1
Pendidikan Bahasa Inggris



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