

	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																																																																			
Educational Technology in ELT	8820303263	Mata Kuliah Wajib Program Studi	T=2	P=0	4	7 Desember 2024																																																																			
OTORISASI	Pengembang RPS		Koordinator RMK		Koordinator Program Studi																																																																				
	Dr. Nur Chakim, S.Pd., M.Pd.				HIMMAWAN ADI NUGROHO																																																																				
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.																																																																								
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CPMK - 1	Understand and describe key educational principles and their relevance to English language teaching.																																																																								
CPMK - 2	Recognize and explain different English language teaching methods from a theoretical perspective.																																																																								
	Matrik CPL - CPMK																																																																								
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Deskripsi Singkat MK	This course provides a comprehensive introduction to the foundational principles of education, with a particular focus on their application in English language teaching. The course is structured to allow students to explore and understand key educational concepts such as learner-centered approaches, active learning, and inclusivity, which are crucial for effective teaching in both national and global contexts. In the latter part of the course, students will examine various English language teaching methods and learn how to creatively plan, implement, and evaluate instruction. Through case studies, discussions, and presentations, students will build both theoretical knowledge and practical skills, preparing them to become effective and reflective English language educators.																																																																								
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	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., Rochsantiningsih, 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																																																																								
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	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>. 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.																																																																								
Dosen Pengampu	Dr. Yuri Lolita, S.Pd., M.Pd. Nur Chakim, S.Pd., M.Pd. Silfia Asningtias, S.Pd., M.TESOL., Ph.D Sueb, S.Pd., M.Pd. Dr. Muhaimin Abdullah, S.Pd., M.Pd.																																																																								

Mg Ke-	Kemampuan akhir tiap tahapan belajar (Sub-CPMK)	Penilaian		Bantuk 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	Explain the fundamental principles of educational technology and its relevance in ELT as an introduction to the Principles of Education module.	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 Partisipatif	- Lecture-discussion 2 X 50		Materi: TPACK and ELT Pustaka: Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). <i>TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research</i> , 18(6), 68–95. doi:10.26803/ijlter.18.6.5	5%
2	Analyze the learner-centered approach and its implementation in technology-enhanced ELT environments.	To explain technology in language teaching, attitudes to technology,	Kriteria: Able to explain technology in language teaching, attitudes to technology Bentuk Penilaian : Aktifitas Partisipatif	- Lecture-discussion 4 X 50		Materi: technology in language teaching, attitudes to technology Pustaka: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
3	Apply active learning strategies using digital tools to promote student engagement in language learning.	To mention internet-based project work	Kriteria: Able to mention internet-based project work Bentuk Penilaian : Aktifitas Partisipatif	- Lecture-discussion 4 X 50		Materi: internet-based project work Pustaka: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	10%
4	Demonstrate the integration of inclusivity and equity in designing and implementing technology-supported ELT activities.	- to formulate learning objectives in certain English class - to design a mini lesson plan of the class to design visual aid used in the class	Kriteria: Able to formulate learning objectives in certain English class Bentuk Penilaian : Aktifitas Partisipatif	- Student presentation-Discussion 4 X 50		Materi: pedagogical knowledge Pustaka: Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). <i>TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research</i> , 18(6), 68–95. doi:10.26803/ijlter.18.6.5	5%
5	Utilize continuous assessment methods to evaluate students' language proficiency and learning progress through technology.	- to formulate learning objectives in certain English class - to design a mini lesson plan of the class to design visual aid used in the class	Kriteria: Language used and creativity Bentuk Penilaian : Aktifitas Partisipatif	- Student presentation-Discussion 4 X 50		Materi: Exploring the TPACK framework Pustaka: Tseng, J. J. (2016). <i>Developing an instrument for assessing technological pedagogical content knowledge as perceived by EFL students. Computer Assisted Language Learning</i> ,	5%
6	Apply contextual learning strategies to enhance students' real-life language application using educational technology.	- to formulate learning objectives in certain English class - to design a mini lesson plan of the class to design visual aid used in the class	Kriteria: able to explain content knowledge Bentuk Penilaian : Aktifitas Partisipatif	- Student presentation-Discussion 4 X 50		Materi: Revisiting technological pedagogical content knowledge Pustaka: Mishra, P. (2019). <i>Considering contextual knowledge: The TPACK diagram gets an upgrade. Journal of Digital Learning in Teacher Education</i> , 35(2), 76-78. doi :10.1080/21532974.2019.1588611	5%
7	Foster collaboration and social interaction among learners through digital platforms and interactive learning activities.	- 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 Partisipatif	- Student presentation-Discussion 2 X 50		Materi: technology based lesson plan Pustaka: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
8	Evaluate the role of ethical and moral considerations in the responsible use of technology in ELT.	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: Tai, H.C., Pan, M.Y., & Lee, B.O. (2015). <i>Applying Technological Pedagogical and Content Knowledge (TPACK) model to develop an online English writing course for nursing students. Nurse Education Today</i> , 35(6), 782–788.	5%

9	Analyze the developmental stages of learners and their implications for designing effective technology-based language instruction.	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: Abu-Hardan, F., Al-Jamal, D. A., & Sa'di, I. T. (2019). <i>TPACK: Time to be considered in teaching reading. International Journal of Learning, Teaching and Educational Research</i> , 18(6), 68–95. doi:10.26803/ijlter.18.6.5	5%
10	Promote sustainability and lifelong learning in education through the integration of technology in ELT.	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: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
11	MIDTERM-Recognize varies principles of education and different teaching methods and their theoretical backgrounds	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: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
12	Apply Problem-Based Learning (PBL) strategies in integrating technology into ELT to enhance critical thinking and problem-solving skills.	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 Partisipatif	presentation and discussion		Materi: Enhance teamwork and communication in PBL. Pustaka: Mishra, P., & Koehler, M. J. (2006). <i>Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record</i> , 108(6), 1017–1054. doi:10.1111/j.1467-9620.2006.00684.x	5%
13	Analyze real-world case studies related to the use of educational technology in ELT and propose effective solutions.	Analyze student progress using data from digital tools	Kriteria: able to Analyze student progress using data from digital tools Bentuk Penilaian : Aktifitas Partisipatif	presentation and discussion		Materi: Interpreting analytics dashboards from tools like Google Classroom. Pustaka: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
14	Design and implement a Project-Based Learning (PjBL) approach utilizing digital tools to support student-centered language learning.	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 Partisipatif	presentation and discussion		Materi: projects on the use of technology in ELT Pustaka: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	5%
15	Demonstrate Inquiry-Based Learning techniques by exploring and evaluating emerging technologies for ELT innovations.	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: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	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: Dudeney, G., Hockly, N. (2007). <i>How to teach English with technology</i> . Edinburg: Pearson Education Limited	20%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	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 studinya 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



HIMMAWAN ADI NUGROHO
NIDN 0017117503

UPM Program Studi S1 Pendidikan
Bahasa Inggris



NIDN 0024077704

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