



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

Kode Dokumen

**RENCANA PEMBELAJARAN SEMESTER**

<b>MATA KULIAH (MK)</b>		<b>KODE</b>	<b>Rumpun MK</b>	<b>BOBOT (sks)</b>			<b>SEMESTER</b>	<b>Tgl Penyusunan</b>																																								
LMS for ELT		8820302289	Mata Kuliah Wajib Program Studi	T=2	P=0	ECTS=3.18	5	1 September 2022																																								
<b>OTORISASI</b>		<b>Pengembang RPS</b>		<b>Koordinator RMK</b>			<b>Koordinator Program Studi</b>																																									
		.....		Sueb, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																									
<b>Model Pembelajaran</b>	Project Based Learning																																															
<b>Capaian Pembelajaran (CP)</b>	CPL-PRODI yang dibebankan pada MK																																															
	Capaian Pembelajaran Mata Kuliah (CPMK)																																															
	Matrik CPL - CPMK																																															
		CPMK																																														
	Matrik CPMK pada Kemampuan akhir tiap tahapan belajar (Sub-CPMK)																																															
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;">CPMK</td> <td colspan="15" style="text-align: center;">Minggu Ke</td> </tr> <tr> <td></td> <td style="width: 5%;">1</td> <td style="width: 5%;">2</td> <td style="width: 5%;">3</td> <td style="width: 5%;">4</td> <td style="width: 5%;">5</td> <td style="width: 5%;">6</td> <td style="width: 5%;">7</td> <td style="width: 5%;">8</td> <td style="width: 5%;">9</td> <td style="width: 5%;">10</td> <td style="width: 5%;">11</td> <td style="width: 5%;">12</td> <td style="width: 5%;">13</td> <td style="width: 5%;">14</td> <td style="width: 5%;">15</td> <td style="width: 5%;">16</td> </tr> </table>														CPMK	Minggu Ke																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Deskripsi Singkat MK</b>	This course mainly focuses on discussing the Learning Management System (LMS) which is used in the learning and teaching of English and how it is implemented in the classroom. It discusses the key concepts of computer-mediated communication and language learning (CMCL), explores the features of existing LMS, reviews LMS strengths and weaknesses, and finds evidence from research articles related to the effectiveness of LMS use in ELT classes. At the end of the semester, students are expected to be familiar with LMS features and able to utilize LMS to teach English effectively. The teaching and activities of this course are conducted both online and in classical (in-person) modes through lectures and discussion, collaborative group work and projects, and presentation/demonstration of the teaching of English using an LMS.																																															
<b>Pustaka</b>	<b>Utama :</b>																																															
	<ol style="list-style-type: none"> <li>1. Lamy, M., Hampel, R. 2007. Online Communication in Language Learning and Teaching. United Kingdom: Palgrave Macmillan UK.</li> <li>2. Russell, V., Murphy-Judy, K. 2020. Teaching Language Online: A Guide for Designing, Developing, and Delivering Online, Blended, and Flipped Language Courses. United Kingdom: Taylor &amp; Francis.</li> <li>3. Spector, J. M. 2015. Foundations of Educational Technology. Foundations of Educational Technology. <a href="https://doi.org/10.4324/978131576426">https://doi.org/10.4324/978131576426</a></li> <li>4. Kats, Yefim. 2013. Learning management systems and instructional design: Best practices in online education. (pp. 263–287). Chestnut Hill College, USA. <a href="https://doi.org/10.4018/978-1-4666-3930-0">https://doi.org/10.4018/978-1-4666-3930-0</a></li> </ol>																																															
	<b>Pendukung :</b>																																															
<b>Dosen Pengampu</b>	Dr. Yuri Lolita, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Sueb, S.Pd., M.Pd.																																															
<b>Mg Ke-</b>	<b>Kemampuan akhir tiap tahapan belajar (Sub-CPMK)</b>	<b>Penilaian</b>		<b>Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [ Estimasi Waktu ]</b>		<b>Materi Pembelajaran [ Pustaka ]</b>	<b>Bobot Penilaian (%)</b>																																									
		<b>Indikator</b>	<b>Kriteria &amp; Bentuk</b>	<b>Luring (offline)</b>	<b>Daring (online)</b>																																											
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																									

1	To understand the concept of Online learning and traditional learning	<ol style="list-style-type: none"> <li>1.Understanding the conception of online and traditional (in-person) language learning</li> <li>2.Identifying the key features of online language learning</li> <li>3.Explaining the concept of mediation, multimodality, and IT literacy in online language learning</li> </ol>	<b>Bentuk Penilaian</b> : Aktifitas Partisipasif	2 X 50			0%
2	To understand the concept of Online learning and traditional learning	<ol style="list-style-type: none"> <li>1.Explaining the inquiry of computer-mediated communication and language learning (CMCL) and computer-assisted language learnin (CALL)</li> <li>2.Identifying relevant assessment and evaluation of online language learning</li> <li>3.Elaborating the learning experience for CMCL and CALL</li> </ol>	<b>Bentuk Penilaian</b> : Aktifitas Partisipasif	2 X 50			2%
3	To identify the characteristics and features of relevant learning management system (LMS) for ELT	<ol style="list-style-type: none"> <li>1.Understanding relevant features of LMS for ELT</li> <li>2.Identifying the advantages and disadvantages of LMS for ELT</li> <li>3.Reviewing and proposing relevant LMS</li> </ol>	<b>Bentuk Penilaian</b> : Penilaian Portofolio	2 X 50			2%
4	To analyze the synchronous and asynchronous fora in the context of language learning	<ol style="list-style-type: none"> <li>1.Identifying the characteristics of synchronous and asynchronous learning</li> <li>2.Identifying learning outcomes in the context of online learning</li> <li>3.Planning online language learning experience through appropriate instructions</li> </ol>	<b>Bentuk Penilaian</b> : Aktifitas Partisipasif	2 X 50			2%

5	To design instructional strategies in the context of online ELT courses	Being able to identify the basic structure of online learning instruction, e.g. structure, learner orientation, modules, and pacing and scheduling	<b>Bentuk Penilaian</b> : Penilaian Portofolio	2 X 50			2%
6	To design instructional strategies in the context of online ELT courses	Being able to identify the learning three types of online learning interaction between instructor and learners	<b>Bentuk Penilaian</b> : Penilaian Portofolio, Praktik / Unjuk Kerja	2 X 50			2%
7	To design instructional strategies in the context of online ELT courses	Being able to design online course instructions for ELT	<b>Bentuk Penilaian</b> : Penilaian Portofolio, Praktik / Unjuk Kerja	2 X 50			5%
8	To design instructional strategies in the context of online ELT courses	Being able to design online course instructions for ELT	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja	2 X 50	Collaborative group work (written project and presentation) serves as a mid-term evaluation (Submission and reflection on the relevance of classical and online learning in the context of ELT).		25%
9	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Aktifitas Partisipasif, Praktik / Unjuk Kerja		Classical discussion, consultation, and presentation		0%
10	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS			Classical discussion, consultation, and presentation		0%
11	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja		Classical discussion, consultation, and presentation		10%
12	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja		Classical discussion, consultation, and presentation		10%
13	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk, Penilaian Portofolio, Praktik / Unjuk Kerja		Classical discussion, consultation, and presentation		10%
14	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk		Classical discussion, consultation, and presentation		10%
15	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk		Collaborative group project and peer teaching demonstration		10%

16	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	<b>Bentuk Penilaian</b> : Penilaian Hasil Project / Penilaian Produk		Collaborative group project and peer teaching demonstration		10%
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#### Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	4%
2.	Penilaian Hasil Project / Penilaian Produk	48.32%
3.	Penilaian Portofolio	25.82%
4.	Praktik / Unjuk Kerja	21.82%
		99.96%

#### 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.**