	Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program	**Document Code**

SEMESTER LEARNING PLAN

Courses		CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Educational Research Methodology		8820303146	Compulsory Study Program Subjects	**T=3**	**P=0**	**ECTS=4.77**	3	July 17, 2024

AUTHORIZATION		SP Developer	Course Cluster Coordinator	Study Program Coordinator
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Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)	**PLO study program that is charged to the course**	
	PLO-7	Apply critical thinking and analytical skills to solve English learning problems
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.
	Program Objectives (PO)	
	PO - 1	Demonstrate thorough understanding about concepts on educational research methodology.
	PO - 2	Conduct research on the teaching and learning of English as a foreign language.
	PO - 3	Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language.
	PO - 4	Demonstrate the awareness of the values, ethical issues and norms in conducting.
	PLO-PO Matrix	

P.O	PLO-7	PLO-12
PO-1		
PO-2		
PO-3		
PO-4		

PO Matrix at the end of each learning stage (Sub-PO)

P.O	Week															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1																
PO-2																
PO-3																
PO-4																

Short Course Description	This subject explores types and characteristics of various research methods for education filed. This covers: (1) the nature of quantitative and qualitative approaches: process of conducting research and the differences between quantitative and qualitative approaches; (2) the steps in the process of research: from collecting data up to reporting and evaluating data; (3) research designs: types and their characteristics. The classroom activities are conducted through presentation, discussion, question-answer, and assignment.

References	**Main :**	

1. Ary, D., Jacobs, L. C., & Sorensen, C. K. 2010. Introduction to Research in Education . Belmont: Wadsworth.
2. Bielska, J. 2011. The Experimental Method in Action Research. Katowice: Wydawnictwo Uniwersytetu Al5skiego.
3. Burns, A. 2010. Doing Action Research in English Language Teaching: A Guide for Practitioners . New York: Routledge.
4. Cohen, L., Manion, L., & Morrison, K. 2005. Research Methods in Education . London: Routledge/Falmer.
5. Costello, P. J. M. 2003. Action Research . London: Continuum. Cresswell, J. W. (2007). Qualitative Inquiry and Reserch Design: Choosing Among Five Traditions . Thousand Oaks: Sage.
6. Denzin, N. K., & Lincoln, Y. S. 2005. Introduction: The Discipline of and Practice of Qualitative Research. Thousand Oaks: Sage Publications.
7. Gall, M. D., Gall, J. P., & Borg, W. R. 2003. Educational Research: An Introduction . Boston: Pearson Education, Inc.
8. Hanson, W. E., Creswell, J. W., Clark, V. L. P., Petska, K. L., & Creswell, J. D. 2005. Mixed Methods Research Designs in Counseling Psychology. Journal of Counseling Psychology, 52 (2), 224-235.
9. Merriam, S. B. 2009. Qualitative Research and Case Study Applications . San Fransisco: Jossey Bass.
10. Neuman, W. L. 2007. Basics of Social Research: Quantitative and Qualitative . Boston: Pearson Education, Inc.
11. Singh, Y. K. 2006. Fundamentals of Research Methodology and Statistics . New Delhi: New Age International Limited Publishers.
12. Whitehead, J., & McNiff, J. 2006. Action Research: Living Theory . London: Sage Publications.
13. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2019). Introduction to Research in Education. Boston: Cengage.
14. Best, J.W. and Kahn, J.V. (2016). Research in Education. New York: Pearson Education.
15. McNiff, J. (2016). Writing Up Your Action Research Project. London: Routledge.

Supporters:

1. Nugroho, H.A. (2018). EFL TEACHERS' NEED OF LANGUAGE PROFICIENCY PROFESSIONAL DEVELOPMENT: WHEN POLICY AND PRACTICE COLLIDE. 2(2); 74-82.
2. Merriam, S.B. and Tisdell, E.J. (2016). Qualitative Research: A Guide to Design and Implementation. San Francisco: Jossey Bass.

Supporting lecturer

Prof. Dr. Hj. Lies Amin Lestari, M.A., M.Pd.
Wiwiet Eva Savitri, S.Pd., M.Pd.
Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.
Nur Chakim, S.Pd., M.Pd.

Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Distinguishing quantitative & qualitative approaches to research	1. Explaining the characteristics of quantitative & qualitative research 2. Explaining the reasons for using mixed-method research	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures and discussions 3 X 50		**Material:** the characteristics of quantitative & qualitative research and reasons for using quantitative, qualitative or mixed-method research **Reference:** *Ary, D., Jacobs, LC, & Sorensen, CK 2010. Introduction to Research in Education. Belmont: Wadsworth.*	5%
2	Understanding scientific approach as a foundation of research	1. Explaining the difference between deductive and inductive procedures in scientific approach 2. Explaining the systematic relationship between deductive/inductive procedures and quantitative/qualitative approaches 3. Distinguishing one type of research from another in terms of aim, research question and other characteristics 4. Explaining the definition & types of variables	**Criteria:** 1. 100 excellent 2. 90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities, Practice/Performance	Lectures & assignments 6 X 50		**Material:** the difference between deductive and inductive procedures in scientific approaches **References:** *Gall, MD, Gall, JP, & Borg, WR 2003. Educational Research: An Introduction. Boston: Pearson Education, Inc.*	5%

			Criteria / Form of Assessment	Learning Method		Material / References	
3	Understanding the concepts of research problems and hypotheses	1. Define a research problem 2. Explain the sources of a research problem 3. Explain the components of a research problem 4. Explain the characteristics of a good research problem 5. Define a hypothesis 6. Explain the types of hypotheses	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture & assignment 3 X 50		**Material:** research problem and the sources of a research problem **References:** *Ary, D., Jacobs, LC, & Sorensen, CK (2019). Introduction to Research in Education. Boston: Cengage.*	5%
4	Understanding literature reviews	1. Explain the reasons for reviewing the literature 2. Distinguish credible sources of literature reviews from the poor 3. Demonstrate how to search online and offline credible sources 4. Explain how to organize a literature review 5. Write references using APA style correctly	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible	Lectures, project-based learning 3 X 50			5%
5	Understanding sampling	1. Distinguishing a population from a sample 2. Explaining types of sampling 3. Explaining the appropriate size of a sample for a particular study 4. Distinguishing random sampling from random assignment	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible	Lecture, discussion, questions and answers 3 X 50			5%
6	Understand research instruments	1. Define a research instrument 2. Explain the function of instruments in conducting research 3. Explain the types of research instruments	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture, project-based learning 3 X 50			5%
7	Understand validity and reliability	1. Define validity 2. Explain the methods of estimating validity 3. Define reliability 4. Explain the methods of estimating reliability	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible **Form of Assessment** : Practice / Performance	Lecture, project-based learning 3 X 50			5%
8	Mid-term exam		**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible **Form of Assessment** : Project Results Assessment / Product Assessment	3 X 50			10%
9	Understand experimental research	1. Explain the aim of conducting experimental research 2. Explain the designs 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computing 6. Explain how to interpret the research results	**Criteria:** 100 excellent 90 - 99 very good 80 - 89 good 70 - 79 mediocre 0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture & project-based learning 3 X 50			5%

10	Understand ex-post facto research	1. Distinguish ex-post facto research from experimental research 2. Explain the aim of conducting ex-post facto research 3. Explain the design 4. Explain the instruments 5. Explain the sampling 6. Analyze data using machine computing 7. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture, Project-based learning 3 X 50			5%
11	Understand correlational studies	1. Explain the aim of conducting correlational studies 2. Explain the direction & strength of correlation 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computing 6. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture, project-based learning 3 X 50			5%
12	Understand surveys	1. Distinguish a survey from a census 2. Explain the aim of conducting surveys 3. Explain the instruments 4. Explain the sampling 5. Analyze data using machine computing 6. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture, project-based learning 3 X 50			5%
13	Understand action research	1. Distinguish action research from experimental ones 2. Explain the aim of conducting action research 3. Explain the instruments 4. Explain the sampling 5. Explain how to analyze the data 6. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture, project-based learning 3 X 50			5%
14	Understand basic interpretive studies	1. Explain the aim of conducting basic interpretive study 2. Explain the instruments 3. Explain the sampling 4. Explain how to analyze the data 5. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities	Lecture, project-based learning 3 X 50			5%
15	Understand case studies	1. Explain the aim of conducting case studies 2. Explain the instruments 3. Explain the sampling 4. Explain the data collection 5. Explain how to analyze the data 6. Explain how to interpret the research results	**Criteria:** 100 excellent90 - 99 very good80 - 89 good70 - 79 mediocre0 - 69 corrigible **Form of Assessment** : Participatory Activities, Project Results Assessment / Product Assessment	Lecture, project-based learning 3 X 50			5%
16			**Form of Assessment** : Project Results Assessment / Product Assessment	Offline			20%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	42.5%
2.	Project Results Assessment / Product Assessment	37.5%
3.	Practice / Performance	10%
		90%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.