



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																																										
LMS for ELT	8820302289	Compulsory Study Program Subjects	T=2	P=0	ECTS=3.18	5	September 1, 2022																																										
AUTHORIZATION		SP Developer	Course Cluster Coordinator			Study Program Coordinator																																											
		Sueb, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.																																											
Learning model	Project Based Learning																																																
Program Learning Outcomes (PLO)	PLO study program that is charged to the course																																																
	PLO-12	Plan, implement and evaluate English language learning effectively and creatively.																																															
	Program Objectives (PO)																																																
	PLO-PO Matrix																																																
		<table border="1" style="margin: auto;"> <tr> <td style="width: 100px;">P.O</td> <td style="width: 100px;">PLO-12</td> </tr> </table>						P.O	PLO-12																																								
P.O	PLO-12																																																
	PO Matrix at the end of each learning stage (Sub-PO)																																																
	<table border="1" style="margin: auto;"> <tr> <td rowspan="2" style="width: 50px;">P.O</td> <td colspan="16" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 20px;">1</td> <td style="width: 20px;">2</td> <td style="width: 20px;">3</td> <td style="width: 20px;">4</td> <td style="width: 20px;">5</td> <td style="width: 20px;">6</td> <td style="width: 20px;">7</td> <td style="width: 20px;">8</td> <td style="width: 20px;">9</td> <td style="width: 20px;">10</td> <td style="width: 20px;">11</td> <td style="width: 20px;">12</td> <td style="width: 20px;">13</td> <td style="width: 20px;">14</td> <td style="width: 20px;">15</td> <td style="width: 20px;">16</td> </tr> </table>																P.O	Week																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
P.O	Week																																																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16																																	
Short Course Description	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 discussions, collaborative group work and projects, and presentation/demonstration of the teaching of English using an LMS.																																																
References	Main :																																																
	<ol style="list-style-type: none"> 1. Lamy, M., Hampel, R. 2007. Online Communication in Language Learning and Teaching. United Kingdom: Palgrave Macmillan UK. 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 & Francis. 3. Spector, J. M. 2015. Foundations of Educational Technology. Foundations of Educational Technology. https://doi.org/10.4324/978131576426 4. Kats, Yefim. 2013. Learning management systems and instructional design: Best practices in online education. (pp. 263–287). Chestnut Hill College, USA. https://doi.org/10.4018/978-1-4666-3930-0 																																																
	Supporters:																																																
Supporting lecturer	Dr. Yuri Lolita, S.Pd., M.Pd. Arik Susanti, S.Pd., M.Pd. Sueb, 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	To understand the concept of Online learning and traditional learning	<ol style="list-style-type: none"> 1.Understanding the conception of online and traditional (in-person) language learning 2. Identifying the key features of online language learning 3.Explaining the concept of mediation, multimodality, and IT literacy in online language learning 	Form of Assessment : Participatory Activities	2 X 50			0%
2	To understand the concept of Online learning and traditional learning	<ol style="list-style-type: none"> 1.Explaining the inquiry of computer-mediated communication and language learning (CMCL) and computer-assisted language learning (CALL) 2. Identifying relevant assessment and evaluation of online language learning 3.Elaborating the learning experience for CMCL and CALL 	Form of Assessment : Participatory Activities	2 X 50			2%
3	To identify the characteristics and features of relevant learning management systems (LMS) for ELT	<ol style="list-style-type: none"> 1.Understanding relevant features of LMS for ELT 2. Identifying the advantages and disadvantages of LMS for ELT 3.Reviewing and proposing relevant LMS 	Form of Assessment : Portfolio Assessment	2 X 50			2%

4	To analyze the synchronous and asynchronous forums in the context of language learning	1. Identifying the characteristics of synchronous and asynchronous learning 2. Identifying learning outcomes in the context of online learning 3. Planning online language learning experience through appropriate instructions	Form of Assessment : Participatory Activities	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, eg structure, learner orientation, modules, and pacing and scheduling	Form of Assessment : Portfolio Assessment	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	Form of Assessment : Portfolio Assessment, Practice / Performance	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	Form of Assessment : Portfolio Assessment, Practice / Performance	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	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance	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	Form of Assessment : Participatory Activities, Practice/Performance		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	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance		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	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance		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	Forms of Assessment : Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance		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	Form of Assessment : Project Results Assessment / Product Assessment		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	Form of Assessment : Project Results Assessment / Product Assessment		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	Form of Assessment : Project Results Assessment / Product Assessment		Collaborative group project and peer teaching demonstration		10%

Evaluation Percentage Recap: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	4%
2.	Project Results Assessment / Product Assessment	48.32%
3.	Portfolio Assessment	25.82%
4.	Practice / Performance	21.82%
		99.96%

Notes

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- Forms of assessment:** test and non-test.
- 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.
- 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.
- Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 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%.
- TM=Face to face, PT=Structured assignments, BM=Independent study.