



**Universitas Negeri Surabaya
Faculty of Languages and Arts
English Language Education Masters Study Program**

Document Code

SEMESTER LEARNING PLAN

Courses	CODE	Course Family	Credit Weight			SEMESTER	Compilation Date
Issues of Language Learning in Global Contexts	8810303022	Compulsory Study Program Subjects	T=2	P=0	ECTS=4.48	1	July 18, 2024
AUTHORIZATION	SP Developer		Course Cluster Coordinator			Study Program Coordinator	
	Dr. Ali Mustofa, S.S, M.Pd				Ahmad Munir, S.Pd., M.Ed., Ph.D.	

Learning model	Case Studies
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Program Learning Outcomes (PLO)	PLO study program that is charged to the course	
	Program Objectives (PO)	
	PO - 1	Digital Literacies in the Age of Social Media
	PO - 2	Decolonizing Language and Literature Education
	PO - 3	Sustainable Language Education
	PO - 4	Linguistic and Cultural Diversity in Literary Translation
	PO - 5	Neuroeducation and Language Learning
	PO - 6	Artificial Intelligence in Language Learning
	PO - 7	Inclusive Language Teaching for Learners with Special Needs
	PO - 8	Global Youth Literature and Multicultural Education
	PO - 9	Language Learning and the Future of Work
	PO - 10	Language Learning During Global Crises
	PO - 11	Language Learning for Sustainable Development Goals (SDGs)
	PO - 12	Translanguaging in Language Teaching and Literary Studies
	PO - 13	Language Learning and Migration in the Digital Age
	PO - 14	Critical Pedagogy in Literary Studies and Language Education
	PO - 15	Intercultural Competence in Language Teaching for Global Citizenship
PO - 16	Final Project	
PLO-PO Matrix		

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

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																
PO-5																
PO-6																
PO-7																
PO-8																
PO-9																
PO-10																
PO-11																
PO-12																
PO-13																
PO-14																
PO-15																
PO-16																

Short Course Description This course provides the students with some working knowledge on language, especially English, education with special emphasis on the changes and the development of curriculum implementation, teaching-learning process, teaching models, and the concept of communicative language teaching, and also assessment. It also gears the students to have some skills to identify and critically review various sources of instructional problems and issues in global context and in Indonesia through analyzing relevant theories, references, and research findings. Lecture activities are carried out through group presentations, discussions, and workshops on finding issues of language learning in Global context. This course uses Case Method Learning.

References

Main :

1. Current Issues in English Language Teaching and Learning: An International Perspective

Supporters:

1. HAE-JIN HWANG. (1999). Effective English Language Teaching in a Global Context. International Studies Review Vol. 2 No. 2 (Decemher 1999): 129-142
2. Jacobs, G. M., & Cates, K. (1999). Global education in second language teaching. KATA, 1(1), 44-56.
3. Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd

Supporting lecturer Dr. Ali Mustofa, S.S., M.Pd.

Week-	Final abilities of each learning	Evaluation	Help Learning, Learning methods, Student Assignments, [Estimated time]	Learning materials [References]	Assessment Weight (%)
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	stage (Sub-PO)	Indicator	Criteria & Form	Offline (<i>offline</i>)	Online (<i>online</i>)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>1. Investigating the impact of social media and digital platforms on language learning and literary engagement</p> <p>2. exploring ways to promote critical digital literacy skills</p>	<p>1. Students should be able to define and explain the concept of digital literacy, highlighting its importance in navigating the digital landscape, especially social media.</p> <p>2. Students should demonstrate an understanding of what social media platforms are, their functions, and their impact on communication, information sharing, and society</p> <p>3. Students should be able to critically evaluate the credibility and reliability of information found on social media, distinguishing between trustworthy sources and misinformation or fake news.</p> <p>4. Students should be able to recognize biases present in social media content, including political, cultural, and commercial biases.</p> <p>5. Students should demonstrate an understanding of appropriate behavior and etiquette when engaging on social media platforms, including respectful communication and responsible sharing of content</p> <p>6. Students should be able to communicate effectively through written posts, comments, and messages on social media platforms, considering tone, clarity, and audience.</p> <p>7. Students should understand the concept of a digital footprint and how their online activities can impact their personal and professional reputation.</p> <p>8. Students should show an ability to adapt to evolving social media trends and technologies, reflecting a commitment to</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and activity 2. Communicative competence 3. Critical thinking skills 4. Writing quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: Global Linguistics Landscape</p> <p>Bibliography: <i>Current Issues in English Language Teaching and Learning: An International Perspective</i></p> <hr/> <p>Material: Language Teaching in Global Context</p> <p>Library: HAE-JIN HWANG. (1999). <i>Effective English Language Teaching in a Global Context. International Studies Review Vol. 2 No. 2 (December 1999): 129-142</i></p>	5%

		<p>continuous learning and staying informed.</p> <p>9.Students should actively engage with others on social media platforms, demonstrating their ability to apply communication and critical thinking skills.</p>					
2	Analyzing efforts to decolonize language teaching materials and literary curriculum to include diverse voices and perspectives from marginalized communities	<p>1.Students should demonstrate an understanding of the colonial history that has influenced language and literature education</p> <p>2.Students should be aware of the impact of colonization on language, literature, and education systems.</p> <p>3.Students should be able to identify colonial biases, stereotypes, and Eurocentric perspectives present in language and literature materials.</p> <p>4.Students should critically analyze power dynamics between colonizers and colonized, as well as dominant and marginalized cultures, evident in literary works and language policies</p> <p>5.Students should be able to identify and appreciate the contributions of voices from marginalized and indigenous communities in language and literature.</p> <p>6.Students should engage with literature from diverse cultures, including works from non-Western authors, and reflect on their significance.</p> <p>7.Students should recognize how language is intertwined with identity and culture, and how colonial language policies have impacted individuals' sense of self.</p> <p>8.Students should be aware of efforts to revitalize and preserve indigenous languages and the</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation and activity 2.Communicative competence 3.Critical thinking skills 4.Writing quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material:</p> <p>Colonialism and postcolonialism, deconstruction, and decentering in education</p> <p>References:</p> <p><i>Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	3%

		<p>role of education in this process.</p> <p>9. Students should propose and discuss pedagogical approaches that incorporate a diverse range of texts and perspectives, challenging Eurocentric norms.</p> <p>10. Students should explore strategies for integrating multilingual approaches in language education and the benefits of doing so.</p> <p>11. Students should show an awareness of the need for structural changes in language and literature education to address colonial legacies and promote equity</p>				
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3	Examining eco-friendly practices in language education and exploring how sustainability principles can be integrated into language teaching methodologies	<ol style="list-style-type: none"> 1.Ability to identify and list eco-friendly practices that can be integrated into language education. 2.Recognition of how these practices contribute to environmental sustainability and responsible resource usage. 3.Demonstration of integrating sustainability principles into language teaching strategies and lesson plans. 4.Development of activities that incorporate concepts of sustainability, conservation, or environmental awareness. 5.Exploration and application of digital tools, platforms, or resources that promote eco-friendly learning experiences. 6.Incorporation of real-world scenarios or case studies related to environmental issues. 7.Consideration of how ecological awareness can foster a deeper connection between language learning and real-world issues. 8.Sharing of insights and best practices for integrating sustainability into language teaching methodologies. 9.Effective communication of the benefits and challenges of incorporating sustainability principles. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation and activity 2.Communicative competence 3.Critical Thinking Skills 4.Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50	<p>Material: Eco-friendly in Language teaching and learning</p> <p>References: <i>Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	3%
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4	Exploring the challenges and strategies in translating literature from underrepresented languages and cultures to promote global literary appreciation	<ol style="list-style-type: none"> 1.Ability to identify languages and cultures that are underrepresented in global literary discourse. 2.Identification and analysis of linguistic, cultural, and contextual challenges in translating literature from underrepresented languages. 3.Demonstration of using translation strategies to bridge linguistic and cultural gaps in literature. 4.Reflection on how successful translations contribute to global literary appreciation. 5.Incorporation of cultural sensitivity in translating texts to ensure authentic representation of underrepresented cultures. 6.esearch on global literary trends and how translated literature contributes to a more diverse and inclusive literary landscape. 7.Demonstration of improved skills in multilingual analysis and interpretation. 8.Consideration of how reading diverse literature can contribute to fostering empathy and cultural appreciation. 9.Effective communication of the importance of diverse literary representation. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation and activity 2.Communicative Skills and Competence 3.Critical Thinking Skills 4.Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: Literature for language education, literature and social awareness Reader: Cates, Kip. A. 2002. <i>Teaching for a Better World: Global Issues and Language Education.</i> HRE2002-July2.pmd</p>	3%
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5	Investigating the role of neuroscience in understanding how the brain processes language and how this knowledge can inform more effective language teaching approaches	<ol style="list-style-type: none"> 1. Demonstration of a clear understanding of the key neural structures and processes involved in language comprehension and production. 2. Recognition of common challenges faced by language learners based on cognitive and neural factors. 3. Demonstration of how neuroscience findings can be applied to develop more effective language teaching approaches. 4. Incorporation of activities that align with brain-based learning theories 5. Critical analysis of traditional and innovative language teaching methods in the light of neuroscience research. 6. Integration of neuroscience research findings into practical teaching strategies, demonstrating a bridge between theory and application. 7. Demonstration of how digital resources can capitalize on neural plasticity for improved language acquisition. 8. Collaboration with peers to share insights and discuss the integration of neuroscience in language teaching. 9. Consideration of future directions for enhancing language education based on neuroscientific insights. 	<p>Criteria: Listing accurately all of the courses of neuroscience for the benefits of language learning will be 100 points</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance</p>	Reading and discussion		<p>Material: The role of neuroscience on language learning</p> <p>Reference: <i>Current Issues in English Language Teaching and Learning: An International Perspective</i></p>	3%
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6	Analyzing the use of AI-powered language learning tools, chatbots, and virtual tutors in providing personalized language instruction and feedback	<ol style="list-style-type: none"> 1. Demonstration of a clear understanding of what AI-powered language learning tools, chatbots, and virtual tutors are and how they operate. 2. Recognition of how AI-driven tools personalize language instruction based on learners' needs, proficiency levels, and learning preferences 3. Critical evaluation of how AI tools provide automated feedback on language usage, grammar, pronunciation, and vocabulary. 4. Comparison of AI-powered language learning tools with traditional teaching methods in terms of efficiency, scalability, and individualized attention. 5. Demonstration of how to effectively navigate and utilize AI-powered language learning platforms. 6. Reflection on the ethical implications of using AI tools in language education 7. Assessment of how AI-powered language learning tools impact language acquisition, retention, and overall learning outcomes. 8. Design of customized learning paths using AI tools, demonstrating an understanding of how to tailor instruction to individual needs. 9. Collaborative discussions with peers about experiences and observations while using AI tools for language learning. 10. Effective communication of the benefits, challenges, and potential risks associated with using AI tools for language learning. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and activity 2. Communicative competence and skills 3. Critical Thinking skills 4. Writing ability <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: The Use of AI in language teaching and learning</p> <p>References: Cates, Kip. A. 2002. <i>Teaching for a Better World: Global Issues and Language Education</i>. HRE2002-July2.pmd</p>	3%
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7	Examining inclusive practices and accommodations for learners with disabilities in language classrooms and literary studies.	<ol style="list-style-type: none"> 1. Demonstration of a clear understanding of what inclusive education means and its significance in language classrooms and literary studies. 2. Recognition of various disabilities and challenges that learners may face in language learning and literary studies. 3. Demonstration of how accommodations, such as assistive technologies, modified assignments, and flexible assessments, can be applied to support learners with disabilities. 4. Critical evaluation of literary works that address-related themes, analyzing how these disability works contribute to awareness and understanding. 5. Creation of lesson plans that incorporate inclusive teaching practices, catering to learners with different abilities and learning styles. 6. Reflection on ethical considerations related to inclusion, such as respecting learners' dignity, confidentiality, and individuality. 7. Exploration of collaborative learning strategies that foster peer support and engagement for learners with disabilities. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and activity 2. Communicative competence 3. Critical thinking skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x5		<p>Material: Integrating Language and literature in language teaching</p> <p>Library: <i>Current Issues in English Language Teaching and Learning: An International Perspective</i></p>	3%
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8	Exploring the use of diverse youth literature to promote intercultural understanding and inclusivity in language learning.	<ol style="list-style-type: none"> 1. Recognition and selection of youth literature that represents diverse cultures, languages, and backgrounds. 2. Understanding the importance of showcasing a wide range of perspectives in literature 3. Analysis of the themes, narratives, and characters in diverse youth literature, considering their cultural significance and relevance to language learning 4. Demonstration of how diverse youth literature can be integrated into language teaching methodologies. 5. Participation in discussions or projects that facilitate intercultural dialogue among peers, inspired by the themes and content of diverse youth literature. 6. Creation of inclusive learning environments that value and respect the cultural diversity represented in youth literature. 7. Integration of literature-related activities that foster inclusivity and celebrate differences. 8. Collaboration with peers on literary projects that highlight the importance of intercultural understanding and inclusivity. 9. Exploration of diverse youth literature in languages other than the primary language of instruction, showcasing an understanding of linguistic diversity. 10. Participation in peer-led discussions about the use of diverse youth literature to foster intercultural understanding. 11. Effective communication of the value of using diverse youth literature to promote inclusivity and intercultural understanding to peers and educators 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative competence 3. Critical Thinking skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x5		<p>Material: Integrating Language and literature in language teaching, How to teach literature and linguistics in a global context</p> <p>References: <i>Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	20%
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9	Investigating how language skills align with the demands of the future workforce and the role of language education in preparing learners for global careers	<ol style="list-style-type: none"> 1. Recognition of careers that require strong language skills, such as translation, international business, diplomacy, and global marketing 2. Understanding of how language proficiency enhances employability in diverse industries. 3. Analysis of global workforce trends, including the increasing demand for multilingual professionals and the internationalization of job markets. 4. Identification of industries and regions where language skills are particularly valued 5. Exploration of how different languages are relevant in different career contexts. 6. Understanding of how language education fosters intercultural competence, a critical skill for global careers. 7. Discussion of how language skills can enhance career advancement and global mobility. 8. Research on language requirements and preferences in specific industries, including job postings and employer expectations 9. Delivery of presentations highlights the language-related skills that are sought after by employers, such as negotiation, cross-cultural communication, and language-mediated problem-solving. 10. Effective communication of how language education prepares learners for global careers, emphasizing the value of linguistic diversity in a connected world 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x5		<p>Material: Language Learning and Future Careers Reader: HAE-JIN HWANG. (1999). <i>Effective English Language Teaching in a Global Context. International Studies Review</i> Vol. 2 No. 2 (December 1999): 129-142</p>	5%
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10	<p>1.Analyzing the impact of pandemics, conflicts, or natural disasters on language learning initiatives</p> <p>2.Exploring innovative approaches to overcome challenges</p>	<p>1.Identification and analysis of the specific factors that disrupt language learning initiatives during pandemics, conflicts, or natural disasters.</p> <p>2.Recognition of how these factors, such as closure of schools, limited access to resources, or psychological stress, impact learners and educators.</p> <p>3.Examination of adaptive strategies employed by educators and institutions to continue language learning despite challenges.</p> <p>4.Assessment of learners' resilience in the face of disruptions, considering how they adapt to new learning environments and cope with uncertainties.</p> <p>5.Analysis of how pandemics, conflicts, or natural disasters can affect language acquisition, including potential setbacks or changes in learning progress.</p> <p>6.Comparison of case studies that highlight how different regions or contexts respond to disruptions in language learning due to pandemics, conflicts, or natural disasters.</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation and Activity 2.Communicative Competence 3.Critical Thinking Skills 4.Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50	<p>Material: Language Teaching and Disaster Awareness</p> <p>References: <i>Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	5%
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11	Investigating how language education contributes to achieving SDGs, such as quality education, gender equality, and social inclusion	<ol style="list-style-type: none"> 1. Recognition of the specific Sustainable Development Goals (SDGs) that are directly impacted by language education, such as SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 10 (Reduced Inequalities). 2. Examination of how language education initiatives promote access and equity, especially for marginalized groups and those with language-related barriers. 3. Evaluation of curriculum design and teaching methods that ensure inclusivity and cater to diverse learners, considering different learning styles, cultural backgrounds, and gender sensitivities. 4. Exploration of data and case studies demonstrating how language education contributes to tangible social impact, such as increased literacy rates, enhanced gender parity in education, and reduced social inequalities. 5. Analysis of initiatives that engage local communities and indigenous languages to preserve cultural heritage and enhance social inclusion, aligning with SDGs related to culture, language diversity, and empowerment. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: Integrating Language and Literature Learning with Issues in SDGs</p> <p>Reader: Cates, Kip. A. 2002. <i>Teaching for a Better World: Global Issues and Language Education.</i> HRE2002-July2.pmd</p>	3%
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12	Exploring the practice of translanguaging as a pedagogical approach that embraces students' multilingual repertoires in language education and literary analysis	<ol style="list-style-type: none"> 1. Identification and recognition of students' own multilingual repertoires and linguistic strengths. 2. Integration of translanguaging strategies in language learning activities, demonstrating an understanding of how to effectively blend languages for enhanced comprehension and expression. 3. Critical analysis of literary works that incorporate translanguaging, highlighting how authors use multilingualism to convey cultural nuances and enrich narratives. 4. Development of literary critiques that explore the use of translanguaging in specific texts, emphasizing its impact on character development, plot dynamics, and cultural authenticity. 5. Reflection on how the practice of translanguaging intersects with cultural identity and empowerment, considering how multilingual repertoires can be a source of strength in both language education and literary analysis. These learning indicators guide students in engaging with the concept of translanguaging, enabling them to apply this approach effectively in language education and literary analysis, and encouraging critical thinking about its cultural and educational implications. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material:</p> <p>Translanguaging and Multiculturalism in Language Teaching and Learning</p> <p>References:</p> <p>Cates, Kip. A. 2002. <i>Teaching for a Better World: Global Issues and Language Education.</i> HRE2002-July2.pmd</p>	3%
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13	Examining how digital resources and virtual classrooms impact language learning experiences for migrant populations.	<ol style="list-style-type: none"> 1.Evaluation of how digital resources and virtual classrooms contribute to equitable language learning opportunities for migrant populations, considering factors such as access to technology, internet connectivity, and socio-economic disparities. 2.Examination of digital language learning platforms that cater to diverse language backgrounds and proficiency levels of migrant learners, showcasing an understanding of the importance of personalized learning pathways. 3.Exploration of how virtual classrooms incorporate culturally relevant content and context to enhance engagement and foster a sense of belonging among migrant learners 4.Assessment of how migrant learners develop technological literacy skills through their engagement with digital resources and virtual classrooms, which are essential for effective participation in modern societies. 5.Reflection on how digital language learning initiatives contribute to the social integration of migrant populations by facilitating language acquisition, communication, and cross-cultural interactions. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1.Participation and Activity 2.Communicative Competence 3.Critical Thinking Skills 4.Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: Language Teaching and Migration, Digital Learning, and Multiculturalism</p> <p>References: <i>Cates, Kip. A. 2002. Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	3%
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14	Investigating the use of critical pedagogy to empower learners as critical thinkers and active participants in literary analysis and language learning	<ol style="list-style-type: none"> 1. Recognition of power dynamics, social inequalities, and cultural biases present in literary works, demonstrating an awareness of the role of critical analysis in revealing hidden narratives. 2. Integration of critical reading strategies that go beyond surface-level comprehension, encouraging students to analyze themes, characters, and socio-political contexts in literary texts. 3. Development of learning spaces that promote open dialogue and peer discussions, where students can engage in critical conversations about literature and language use. 4. Examination of how critical pedagogy encourages learners to consider intersectionality—such as gender, race, and social class—when interpreting literature, fostering a deeper understanding of complexities. 5. Reflection on how critical pedagogy empowers students to voice their perspectives, challenging dominant narratives and fostering agency in literary analysis and language learning. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material: Critical Pedagogy, The Use of AI, and Digital Learning Library: <i>Current Issues in English Language Teaching and Learning: An International Perspective</i></p>	5%
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15	Exploring the role of language education in fostering intercultural competence and preparing learners to be responsible global citizens	<ol style="list-style-type: none"> 1. Identification of the diverse cultural backgrounds and perspectives represented in language education materials, showcasing an awareness of the richness of global cultures. 2. Demonstration of effective intercultural communication skills through engagement with peers from different cultural backgrounds, both within and outside the classroom. 3. Critical analysis of cultural stereotypes and biases present in language education materials, reflecting an understanding of how they can hinder effective intercultural interactions. 4. Participation in cross-cultural dialogues, discussions, or collaborative projects that encourage students to share insights and learn from each other's cultural perspectives 5. Reflection on how language education contributes to nurturing responsible global citizens who are empathetic, open-minded, and respectful of diverse cultures and viewpoints. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Offline 2x50		<p>Material:</p> <p>Cultural Background, Cultural Awareness, Communication Skills, and Critical Thinking Skills Across Culture</p> <p>References:</p> <p><i>Jacobs, GM, & Cates, K. (1999). Global education in second language teaching. WORD, 1(1), 44-56.</i></p>	3%
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16	On their final project the students are able to emphasize the practical application of knowledge and skills gained throughout the course, challenging students to propose innovative solutions while considering cultural sensitivity, technological integration, and broader implications for global education.	<ol style="list-style-type: none"> 1. Demonstration of the ability to apply key concepts, theories, and methodologies from the course to propose innovative solutions that address real-world challenges in language education and global learning. 2. Incorporation of cultural sensitivity and awareness in the proposed solutions, showcasing an understanding of the importance of adapting educational strategies to diverse cultural contexts. 3. Integration of technology and digital tools in the project to enhance learning experiences and address global education needs, illustrating an understanding of the role of technology in modern education. 4. Critical evaluation of the ethical implications and potential impacts of the proposed solutions on learners, educators, and global education systems, reflecting thoughtful consideration of broader consequences. 5. Presentation of creative and forward-thinking ideas that challenge traditional paradigms in education and demonstrate the ability to think critically and propose original approaches. 	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Participation and Activity 2. Communicative Competence 3. Critical Thinking Skills 4. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practice / Performance, Tests</p>	Online 2x50		<p>Material: All materials discussed in previous meetings Library: <i>Current Issues in English Language Teaching and Learning: An International Perspective</i></p> <hr/> <p>Material: All topics discussed during the classroom sessions Reader: HAE-JIN HWANG. (1999). <i>Effective English Language Teaching in a Global Context. International Studies Review Vol. 2 No. 2 (December 1999): 129-142</i></p> <hr/> <p>Material: All topics discussed during the classroom sessions Reference: Jacobs, GM, & Cates, K. (1999). <i>Global education in second language teaching. WORD, 1(1), 44-56.</i></p> <hr/> <p>Material: All topics discussed during the classroom sessions Reader: Cates, Kip. A. 2002. <i>Teaching for a Better World: Global Issues and Language Education. HRE2002-July2.pmd</i></p>	30%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	20.45%
2.	Project Results Assessment / Product Assessment	20.45%
3.	Portfolio Assessment	18.95%
4.	Practice / Performance	20.45%
5.	Test	19.7%
		100%

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** abilities in the process and student learning outcomes are specific and measurable statements that identify the abilities 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.