

Module/Course Handbook

Learning Media					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820302145	78,4	3,18 ECTS	Odd	28 CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 3,6	Independent Study 2 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> 2. Demonstrate good understanding about the concepts of English learning in national and global perspectives. 4. Plan, carry out and evaluate English instructions effectively and creatively. 6. Create products related to English learning. 9. Participate in life-long education, professional development and update of technology development. CLO <ol style="list-style-type: none"> 1. Demonstrate values, ethics, norms, systematic, analytical and innovative thinking, in delivering the process of teaching learning in ELT using technology collaboratively (PLO 10, 11, 12) 2. Analyze the knowledge of EFL and skill of digital technology and learning (PLO 1) 3. Conduct research related to ELT and technology in order to create a set of product related to EFL and technology (PLO 5, 6) 4. Be able to plan, design and assess and demonstrate effective learning environments and experiences in order to participate for long life education to improve their career (PLO 7,8, 9) 				
4	Subject aims/Content This course aims to reshape the perspective and views of technology as they relate to students teaching career, teaching, learning and training. It is designed to increase basic awareness of technology concepts and to provide experience that facilitate individual learning. This course is a project based instruction. The learning activities are mainly student-centered, in which the students select/develop a particular type of educational technology tool, present it in class and demonstrate how to use them to assist the teaching of				

	English. The lessons are conducted in the form of lectures, group discussions and student presentation.																				
5	Teaching methods Lectures, Discussions, Practice																				
6	<p>Assessment methods</p> <p>A student is competent when he/she passes the exams with minimum score 68, which include Mid Term (UTS), Final Term (UAS), Structured work (T), and participation (P).</p> <p>The Final Score (NA) is computed using the following formula: $NA = \frac{(2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)}{10}$</p> <p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00 85 ≤ A < 100</td> </tr> <tr> <td>A-</td> <td>3,75 80 ≤ A- < 85</td> </tr> <tr> <td>B+</td> <td>3,50 75 ≤ B+ < 80</td> </tr> <tr> <td>B</td> <td>3,00 70 ≤ B < 75</td> </tr> <tr> <td>B-</td> <td>2,75 65 ≤ B- < 70</td> </tr> <tr> <td>C+</td> <td>2,50 60 ≤ C+ < 65</td> </tr> <tr> <td>C</td> <td>2,00 55 ≤ C < 60</td> </tr> <tr> <td>D</td> <td>1,00 40 ≤ D < 55</td> </tr> <tr> <td>E</td> <td>0,00 0 ≤ E < 40</td> </tr> </tbody> </table>	Letter Scale	Interval	A	4,00 85 ≤ A < 100	A-	3,75 80 ≤ A- < 85	B+	3,50 75 ≤ B+ < 80	B	3,00 70 ≤ B < 75	B-	2,75 65 ≤ B- < 70	C+	2,50 60 ≤ C+ < 65	C	2,00 55 ≤ C < 60	D	1,00 40 ≤ D < 55	E	0,00 0 ≤ E < 40
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7	This module/course is used in the following study programme/s as well None																				
8	Module Coordinator Sumarningsih, S.Pd. M.Pd Sueb, S.Pd., M.Pd. Yuri Lolita, S.Pd.,M.Pd.																				
9	<p>References</p> <ol style="list-style-type: none"> 1. Spector, J. M. (2016). Foundations of educational technology: Integrative approaches and interdisciplinary perspectives. NY: Routledge. 2. Office of educational technology. Reimagining the role of technology in education. US Department education. January 2017 3. Office of educational technology. Reimagining the role of technology in Higher Education. US Department education. January 2017 4. Office of educational technology. Advancing Educational technology in Teacher preparation : policy brief. January 2017 																				

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| | <ol style="list-style-type: none">5. Office of educational technology. Early Learning and Educational Technology Policy Brief. October 20166. Hokanson, B. & Gibbons, A.(2014). Design in Educational Technology: Design thinking, design process, and the design studio (Ed). NY : Springer7. Waghid, Y., Waghid, F. & Waghid, Z. (2016). Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality. Rotterdam: Sense Publisher.8. Rahimi, M. & Pourshahbaz, S.(2019). English as a Foreign Language Teachers TPACK:Emerging Research and Opportunities. PA: IGI Global.9. Smadilno, Sharon & Russell, James. 2004. Instructional Technology and Media for Learning. New Jersey: Pearson Merrill Prentice Hall |
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