LESSON PLAN						
Course		**Course Code**	**Course Cluster**	**Credit (sks)**		**Semester**	**Compilation Date**
LEARNING MANAGEMENT SYSTEM (LMS) FOR ENGLISH LANGUAGE TEACHING (ELT)		8820302289	TESOL	2		1	September 2022
AUTHORIZATION		**Lesson Plan Developer**	**Course Cluster Coordinator**		**Head of Study Programme**	
		Sueb, S.Pd., M.Pd.			Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.	

Learning Outcomes (CP)	**Programme Learning Outcomes (PLO)-Study Programme imposed on courses**	
	PLO 2	Demonstrating understanding on the concept of ELT based on national and global perspective
	PLO 4	Planning, demonstrating, and evaluating the teaching of English through active and creative approaches
	PLO 6	Creating learning product for the teaching of English
	PLO 9	Participating in lifelong learning, professional development, and the development of ICT
	Course Learning Outcomes (CLO)	
	CLO 1	Understanding the features of various LMS as well as the concepts, the techniques, and the procedures of English language teaching through LMS
	CLO 2	Applying the techniques and procedures of LMS for effective and efficient English language teaching and learning
	CLO 3	Identifying, analyzing, and evaluating current issues in the use of LMS for effective and efficient English language teaching (ELT) and learning
	CLO 4	Demonstrating initiative, independence, and perseverance in their education and engaging in self-advocacy in using LMS in English language teaching and learning
	Lesson Learning Outcomes (LLO)	
	LLO 1	Understanding the concept of online and traditional English language teaching (ELT)
	LLO 2	Identifying the characteristics and features of relevant learning management system (LMS) for ELT
	LLO 3	Analysing the synchronous and asynchronous fora in the context of language learning
	LLO 4	Designing instructional strategies in the context of online ELT courses
	LLO 5	Developing online course instructions by using relevant LMS for ELT

Brief description of the course	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 the 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 classical (in-person) modes through lectures and discussion, collaborative group work and projects, and presentation/demonstration of the teaching of English using an LMS.
Study Materials: Learning Materials	- Relevant guidelines and application of LMS - Teaching aids relevant to the language learning - Teaching materials and modules - Relevant research papers - Videos and presentation slides
References	**Main reference:**
	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
	Supplementary reading:
	Relevant guidelines of the respective LMS, e.g. Google Classroom, Edmodo, Canvas, etc.
Lecturer (s)	1. Dr. Yuri Lolita, S.T., M.Pd. 2. Sueb, S.Pd., M.Pd.
Course requirements	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/ asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Understanding the concept of online and traditional English language teaching (ELT)	Being able to: - Understand the conception of online and traditional (in-person) language learning - Identify the key features of online language learning - Explain the concept of mediation, multimodality, and IT literacy in online language learning	Discussion		Online synchronous session	(1) Part 1 Key Concepts and Issues (The emergence of computer-mediated communication for language learning and teaching) (3) Part 2	2%
2		Being able to: - Explain the inquiry of CMCL and CALL - Identify relevant assessment and evaluation of	Discussion		Online synchronous session	(1) Part 1 Key Concepts and Issues (The emergence of computer-mediated communication for language learning and teaching)	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/ asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		online language learning - Elaborate the learning experience for CMCL and CALL				(3) Part 2	
3	Identifying the characteristics and features of relevant learning management system (LMS) for ELT	Being able to: - Understand relevant features of LMS for ELT - Identify the advantages and disadvantages of LMS for ELT - Review and propose relevant LMS	Group observation		Online asynchronous	(2) Chapter 1: Basics of Online Course Design (4) Instructional Design	5%
4	Analysing the synchronous and asynchronous fora in the context of language learning	Being able to: - Identify the characteristics of synchronous and asynchronous learning - Identify learning outcomes in the context of online learning	Discussion (Case study)	Classical discussion		(2) Chapter 1: Basics of Online Course Design (4) Instructional Design	2%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/ asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		- Plan online language learning experience through appropriate instructions					
5	Designing 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	Collaborative group work (written project and consultation)	Classical consultation and presentation		(2) Chapter 1 Analysis of ADIE Design (4) Instructional Design	2%
6		Being able to identify the learning three types of online learning interaction between instructor and learners			Group work (Asynchronous)	(2) Chapter 1 Analysis of ADIE Design (4) Instructional Design Backward Approach for instructional design	2%
7		Being able to design online course instructions for ELT		Classical consultation and presentation			5%
8	Mid-term	Being able to develop interaction and course activities plan in the context of online language learning	Collaborative group work (written project and presentation)		Group work (Asynchronous)		30%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/ asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			(Submission and reflection on the relevance of classical and online learning in the context of ELT)				
9	Developing online course instructions by using relevant LMS for ELT	Being able to utilize online course structures into relevant LMS	Collaborative group work (Presentation)	Classical discussion, consultation, and presentation			
10		Being able to develop synchronous and asynchronous activities and instructions		Classical discussion, consultation, and presentation			10%
11		Being able to utilize current educational technologies in ELT into relevant LMS features		Classical upon agreement (discussion and consultation)	Online asynchronous (collaborative group project: consultation, presentation, and discussion)		
12		Being able to utilize audio-visual media	Collaborative group project	Classical upon agreement (discussion and consultation)			10%
13		Being able to manage online videoconferencing system		Classical upon agreement (discussion and consultation)			
14		Being able to:			Online synchronous		30%

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, (Time Allotment)		Learning materials (References)	Assessment weight (%)
		Indicator	Criteria & Form	In-person	Online (synchronous/ asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
15		- Develop an online ELT course by using relevant LMS - Demonstrate the online ELT courses by using relevant LMS			(Collaborative group project and peer teaching demonstration)		
16	Final project						

➢ **Assessment Blue-print**

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Mid-Term

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Indicators	Assessment			
	Forms	Items	Rubric/ scoring	Weight (%)
Being able to develop interaction and course activities plan in the context of online language learning	Collaborative group work (written project and presentation)	Students will work in a group of 2 to develop a teaching scenario (in the form of a lesson plan derived from one basic competence) relevant with online language learning context.	The evaluation of the project includes: 1. Course description 2. Relevance of the materials 3. Relevance of instructional design 4. Potential feasibility to be utilized into an LMS	30

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Final-Term

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Indicators	Assessment			
	Forms	**Items**	**Rubric/ scoring**	**Weight (%)**
Develop an online ELT course by using relevant LMS	Collaborative group project	Students will work in group of 4 to develop an online ELT course (i.e. English language skills or content upon classroom agreement). The output of the project includes the lesson plan or teaching scenario with complete teaching materials utilized into the relevant and accessible LMS.	The evaluation for the project focuses on the relevance of the LMS features for the teaching of English, including design and layout, migration of the existing course, content authoring, content organization, communication accessibility for file exchange discussion tool, testing and assessment, collaboration, integration with campus/school's information system or portal (e.g. SIAKADU), online resources, scalability, browser setup, and support mobile setting	20
Demonstrate the online ELT courses by using relevant LMS	Collaborative group project (peer teaching demonstration)	Students demonstrate the online ELT course to their class in the form in the form of partial microteaching for at least basic competence of selected courses to show the feasibility and relevance of the LMS they have developed.	The evaluation for students' demonstration and microteaching include the mastery of the material and the implementation of the teaching instructions	10

Head of Study Program: Course developer and lecturer:

Dr. Him'mawan Adi Nugroho, S.Pd., M.Pd.   **Sueb, S.Pd., M.Pd.**

REFLECTIVE PRACTICE

Before we proceed to the next material, answer the following questions for reflection.

Course   : _____

Instructor   : _____

Aspects	Information and questions	Reflection
Context	What's one important thing you learned from the idea of online learning for ELT?	
Learning	Did you feel prepared for the online learning for ELT? Why or why not?	
Results	What did you learn from the previous material?	
Action	What would help make today's lesson more effective?	
Internalization	How do you relate the materials/topics to your professional career?	

REFLECTIVE JOURNAL

Before we proceed to the next material, answer the following questions for reflection.

Course   : LMS FOR ELT

Instructor   : Sueb, M.Pd.

Aspects	Information and questions	Reflection
Context	What's one important thing you learned from the idea of online learning for ELT?	*Principles of managing online English class*
Learning	Did you feel prepared for the online learning for ELT? Why or why not?	*No. I haven't had enough knowledge how to make online learning interesting and how to engage with students*
Results	What did you learn from the previous material?	*Principles of online learning*
Action	What would help make today's lesson more effective?	*Provide more examples*
Internalization	How do you relate the materials/topics to your professional career?	*I have to learn many things like topic and technology at the same time*

REFLECTIVE JOURNAL

Before we proceed to the next material, answer the following questions for reflection.

Course   : LMS FOR ELT

Instructor   : Sueb, M.Pd.

Aspects	Information and questions	Reflection
Context	What's one important thing you learned from the idea of online learning for ELT?	*I got new idea that when I make an online class, I cannot use the same traditional lesson plan*
Learning	Did you feel prepared for the online learning for ELT? Why or why not?	*Yes. I have some information about educational applications which can be implemented in LMS*
Results	What did you learn from the previous material?	*The idea of adaptation from offline to online classroom*
Action	What would help make today's lesson more effective?	*More models*
Internalization	How do you relate the materials/topics to your professional career?	*Offline and online lesson plans are different. Self-actualization is important.*