



**UNIVERSITAS NEGERI SURABAYA  
FACULTY OF LANGUAGES AND ARTS  
ENGLISH EDUCATION STUDY PROGRAM**

**Document Code**

**LESSON PLAN**

Course	Course Code	Course Cluster	Credit (sks)	Semester	Compilation Date
Educational Technology In ELT	8820303263	Knowledge and Skills	2	4	23 Feb 2023
<b>AUTHORIZATION</b>	<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>
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<b>Learning Outcomes (CP)</b>	<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>				
	PLO 2	Demonstrate good understanding about the concepts of English learning in national and global perspectives.			
	PLO 6	Create products related to English learning.			
	PLO 8	Demonstrate the oral and written skills in communicating knowledge about English instructions.			
	PLO 9	Participate in life-long education, professional development and update of technology development.			
	<b>Course Learning Outcomes (CLO)</b>				
	CLO 1	Demonstrating sincerity and commitment to develop students' attitudes, values and abilities			
	CLO 2	Employing logical, critical, systematic, and innovative thinking in the context of the development of science and technology and considering the values of humanities			
	CLO 3	Mastering linguistic concepts, learning methodology, TEFL concept in national and global perspective as well as demonstrating written, visual, and oral presentation skills to communicate the language			
	CLO 4	Demonstrating the process of English instruction by designing lesson plan and utilizing various learning strategies, instructional models, learning media and ICT tools to produce an effective and creative English instruction through peer teaching activities			
<b>Lesson Learning Outcomes (LLO)</b>					

LLO 1	To explain the concept of educational technology in English Language Teaching (ELT)
LLO 2	To explain technology in the classroom
LLO 3	To explain internet-based project work
LLO 4	To explain technological knowledge
LLO 5	To explain content knowledge
LLO 6	To explain content knowledge
LLO 7	To implement TPACK concept
LLO 8	To design digital learning materials
LLO 9	To demonstrate media of digital learning materials
LLO 10	To design digital learning assessment
LLO 11	To demonstrate media of digital learning assessment

**Brief description of the course**

This course aims to reshape the perspective of technology with the framework of technological, pedagogical and content knowledge (TPECK) and English for specific purposes (ESP) to the students as pre-service teacher. It is designed to increase basic awareness of technology concepts and to provide experience that facilitates collaborative learning. This course integrates the use of technological knowledge (i.e. Interactive PowerPoint, Video, Audio, Youtube, Quizzes, Kahoot, Google-Form, Educational Websites, Digital Story-Telling, Flipgrid, Vlog, Podcast, Spotify, Jamboard, Wakelet, Digital games, Google Classroom, etc), pedagogical knowledge (contextual learning, problem-based learning, project based learning, flipped classroom etc.) and content knowledge (ESP materials, e.g. English for tourism, natural science, social science, economics, sport, medical science, arts, etc.) in the form of peer teaching practices. This course is a **project-based instruction**. The learning activities are mainly student-centred, 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 presentations/ peer-teaching.

**Study Materials: Learning Materials**

1. Introduction to the concept of educational technology in English Language Teaching (ELT)
2. Technology in the classroom
3. Internet-based project work
4. Technological Knowledge: covers the technological skills and knowledge that pre-service need to effectively integrate technology into their teaching. Topics include hardware and software, digital media, and online communication tools
5. Pedagogical Knowledge: focuses on the pedagogical strategies and practices that pre service teachers can use to enhance student learning with technology. Topics include student-centered learning, project-based learning, and flipped classrooms.
6. Content Knowledge: explores how pre-service teacher can use technology to enhance their content knowledge and make it more accessible to students. Topics include online resources, digital textbooks, and simulations.
7. TPACK Implementation: focuses on practical considerations for implementing TPACK in the classroom, such as selecting appropriate

	<p>technology tools, managing classroom technology, and evaluating the effectiveness of technology integration.</p> <p>8. Development digital learning materials</p> <p>9. Peer teaching practice</p> <p>10. Development of digital learning assessment</p> <p>11. Peer teaching practice</p>
<b>References</b>	<b>Main references:</b>
	<p>Dudeney,G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited</p> <p>Archambault, L., Barnet, J. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education Journal</i>, 55, 1656–1662, Elsevier Ltd.</p>
	<b>Supplementary reading:</b>
<b>Lecturer (s)</b>	<p>Nur Chakim, S.Pd. M.Pd.</p> <p>Dr. Oikurema Purwati</p> <p>Dr. Yuri Lolita</p> <p>Sueb, M.Pd.</p>
<b>Course requirements</b>	none

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [ Time Allotment]		Learning materials [ References ]	Assessment weight (%)
		Indicator	Criteria & Form Written/spoken	Offline	Online (synchronous/asynchronous)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO 1. Explaining the concept of educational	To explain the concept of educational	spoken	Reading, discussion	-	Dudeney,G., Hockly, N. (2007). How to teach	-

	technology in English Language Teaching (ELT)	technology in English Language Teaching (ELT)				English with technology. Edinburg: Pearson Education Limited	
2	LLO 2. Explaining technology in language teaching, attitudes to technology, implementing ICT in the classroom and skills and equipment for getting started.	To explain technology in language teaching, attitudes to technology, implementing ICT in the classroom and skills and equipment for getting started.	spoken	Reading, discussion	-	Dudenev, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited	-
3	LLO 3. Explaining internet-based project work	To explain internet-based project work	spoken	Reading, discussion	-	Dudenev, G., Hockly, N. (2007). How to teach English with technology. Edinburg: Pearson Education Limited	-
4	LLO 4. Explaining technological knowledge	To explain technological knowledge	spoken	Reading, discussion	-	Archambault, L., Barnet, J. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education Journal</i> , 55, 1656–1662, Elsevier Ltd.	-
5	LLO 5. Explaining pedagogical knowledge	To explain pedagogical knowledge	spoken	Reading, discussion	-	Archambault, L., Barnet, J. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education Journal</i> , 55, 1656–1662, Elsevier Ltd.	-
6	LLO 6. To explain content knowledge	To explain content knowledge (ESP)	spoken	Reading, discussion	-	Archambault, L., Barnet, J. (2010). Revisiting	-

						technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education Journal</i> , 55, 1656–1662, Elsevier Ltd.	
7	LLO 7. Implementing the integration of TPACK in the classroom	To implement the integration of TPACK in the classroom	spoken	Reading, discussion	-	Archambault, L., Barnet, J. (2010). Revisiting technological pedagogical content knowledge: Exploring the TPACK framework. <i>Computers &amp; Education Journal</i> , 55, 1656–1662, Elsevier Ltd.	-
8	LLO 8. Designing digital learning materials	To Design digital learning materials	Project	<b>Making project of digital learning materials</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Scheduling</li> <li>• Designing media</li> <li>• Monitoring</li> <li>• Evaluating</li> <li>• Demonstrating</li> </ul>	-		25%
9	LLO 9. Demonstrating digital learning materials	To present digital learning materials	Peer teaching	Demonstration	-		25%
10	LLO 10. Demonstrating digital learning materials	To present digital learning materials	Peer teaching	Demonstration	-		
11	LLO 11. Demonstrating digital learning materials	To present digital learning materials	Peer teaching	Demonstration	-		
12	LLO 12. Designing digital learning assessment	To design digital learning assessment	Project	<b>Making project of digital learning assessment</b>	-		25%

				<ul style="list-style-type: none"> <li>• Planning</li> <li>• Scheduling</li> <li>• Designing digital assessment</li> <li>• Monitoring</li> <li>• Evaluating</li> <li>• Demonstrating</li> </ul>			
13	LLO 13. Demonstrating digital learning assessment	To present digital learning assessment	Peer teaching	Demonstration	-		25%
14	LLO 14. Demonstrating digital learning assessment	To present digital learning assessment	Peer teaching	Demonstration	-		
15	LLO 15. Demonstrating digital learning assessment	To present digital learning assessment	Peer teaching	Demonstration	-		

## MID TEST BLUE PRINT

### Project 1

1. Develop digital learning materials by applying learning software/ application such as PowerPoint, Kahoot, etc. by using particular ESP topic (e.g. Tourism, health, culture, entertainment, etc.)
2. Present the digital learning materials in the form of peer teaching practices.

Use the following steps:

- a. Work in group of two
- b. Choose one ESP topic (e.g. Tourism, economics, medical science, natural science, social science, arts, economics)
- c. Cover all language skills (Listening, speaking, reading and writing, grammar and vocabulary)
- d. Provide 5 questions for each task
- e. Provide relevant materials, task and exercises
- f. Use your personal (optional) video, photo, podcast, Vlog etc
- g. Apply contextual learning

- h. Create PowerPoint Presentation by adding:
  - Video
  - Audio
  - Film
  - Cartoon
  - Pictures
  - Music
  - Games
  - Animation
- i. Use Hyperlink
- j. Conduct peer teaching about 30 minutes

## **FINAL TEST BLUE PRINT**

### **Project 2**

1. Develop digital learning assessment based on project 1 and apply learning software/ application such as Quizziz, Kahoot, Google Form, etc. by using particular ESP topic (e.g. tourism, economics, medical science, natural science, social science, arts, economics)
2. Present the digital learning assessment in the form of peer teaching practices.
3. Conduct peer teaching about 30 minutes

## PROJECT ASSESSMENT RUBRIC

### DIGITAL LEARNING MEDIA/ DIGITAL LEARNING ASSESSMENT

NO	COMPONENTS	DIMENSIONS	DESCRIPTION	SCORE
1	Oral Presentation (peer-teaching) (50%)	Fluency	Fluent	25
			Good	20
			Fair	15
		Accuracy (pronunciation, vocabulary, grammar)	Accurate	25
			Less accurate	20
			Fair	15
2	Digital Learning Media/ Digital Learning Assessment (50%)	Creativity	Very creative	13
			Creative	8
			Less creative	4
		Originality	Original	12
			Partly original	8
			Less original	4
		Complexity	Very complex	13
			Complex	8
			Less complex	4
		Coverage	Cover 4 language skills	12
			Cover 3 language skills	8
			Cover 1 or 2 language skills	4



## STUDENT'S REFLECTIVE PRACTICE

**Course:** Educational Technology in ELT

**Lecturer:** Nur Chakim, S.Pd., M.Pd.

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained the material of educational technology in ELT and how to use technology as a media in teaching English in the classroom.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I listened to the explanation. I didn't ask any questions because the material that has been explained by my lecturer is quite easy to understand. My friends were very active during the lecture.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected?  What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	My lecturer gave me examples of how to create creative content as a media to teach in the classroom, and I was satisfied with the explanation.  I got a better understanding of the term related to Educational Technology in ELT.
Learning	What did I learn from the experience? Would I do the same thing again or would I change something?	I've noticed that when my friends participate actively in class, they get a better understanding of the lecturer's materials.  I'll do my best to participate more in class in order to improve my ability to ask

	<p>What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?</p>	<p>questions and provide opinions.</p>
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### STUDENT'S REFLECTIVE PRACTICE

Course: Education Technology in English Language Teaching  
Lecturer: Nur Chakim

Stage	Probing questions	Student's Reflective Note
Context	<p>What happened in the classroom? (Topics, activities, quizzes, exams)</p>	<p>My lecturer explained the material in front of the classroom then we discussed it if there were any difficulties.</p>
Action	<p>What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)</p>	<p>In the process of teaching and learning, I asked the lecturer because I was a little bit confused about this course and what are the materials contain (the term that unfamiliar to me). My friends were also active during the learning process.</p>
Results	<p>Did I accomplish what I wanted? Did my actions accomplish</p>	<p>The lecturer answered my question clearly so that I could understand the term related to Education Technology in the English Language Teaching course and also gave the examples.</p>

	<p>what I wanted in the way I expected?          What are the implications of my actions on myself/others/in similar situations in the future? Could different actions have given me the same result?          Is there a way I could improve my results or actions?</p>	
Learning	<p>What did I learn from the experience?          Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience?          Should I change anything about the way I do things?          What?</p>	<p>I discovered that staying active could aid in my understanding of the lecturer's materials. I'd still like to continue this practice and work on improving my skills related to mastering technology.</p>

**STUDENT'S REFLECTIVE PRACTICE**

**Course: Educational Technology in ELT**

**Lecturer: Nur Chakim**

Stage	Probing questions	Student's Reflective Note
Context	What happened in the classroom? (Topics, activities, quizzes, exams)	My lecturer explained how to use and combine technology in ELT.
Action	What did I do? Why did I choose this action? What else happened (other actions)? What other actions could I have chosen? (not necessarily giving you the same result)	I listened carefully to what my lecturer said and paid close attention to what was displayed on the projector screen. My friends did the same and occasionally asked about something that was not clear.
Results	Did I accomplish what I wanted? Did my actions accomplish what I wanted in the way I expected? What are the implications of my actions on myself/others/similar situations in the future? Could different actions have given me the same result? Is there a way I could improve my results or actions?	I am slowly starting to accomplish what I want in this course. I am trying to understand the materials given by my lecturer well.
Learning	What did I learn from the	What I learned is that if we dare to ask about materials we don't understand, we

	experience? Would I do the same thing again or would I change something? What should I do next time I'm in a similar experience? Should I change anything about the way I do things? What?	will gain better knowledge.
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Head of Study Program

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