

Module/Course Handbook

Thesis					
Module/Course Title	Student Workload	Credits	Semester	Frequency	Duration
8820306197	238	9,54 ECTS	Even	84CU	14 Meetings
1	Types of courses a) Direct meeting b) Structured work c) Self-study	Contact hours 11	Independent Study 6 hours	Class size 15 students	
2	Prerequisites for participation (if applicable) None				
3	Learning outcomes PLO <ol style="list-style-type: none"> Demonstrate speaking and writing competence at the level of B2 CEFR. Conduct research about English learning Demonstrate the oral and written skills in communicating knowledge about English instructions. CLO <ol style="list-style-type: none"> Demonstrate thorough understanding about concepts on educational research methodology Conduct research on the teaching and learning of English as a foreign language Perform critical thinking and use analytical skills to solve problems in the teaching and learning of English as a foreign language Demonstrate the awareness of the values, ethical issues and norms in conducting research 				
4	Subject aims/Content This course aims to write article or report of research that is guided by supervisor and it will be presented in front of examiners.				
5	Teaching methods Lectures, Discussions, Practice				
6	Assessment methods 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). The Final Score (NA) is computed using the following formula: $NA = (2 \times P) + (3 \times T) + (2 \times UTS) + (3 \times UAS)$				

	<p>The score conversion 0-100 to scale 0-4 is according to the following table:</p> <table border="1"> <thead> <tr> <th>Letter</th> <th>Scale</th> <th>Interval</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>4,00</td> <td>$85 \leq A < 100$</td> </tr> <tr> <td>A-</td> <td>3,75</td> <td>$80 \leq A- < 85$</td> </tr> <tr> <td>B+</td> <td>3,50</td> <td>$75 \leq B+ < 80$</td> </tr> <tr> <td>B</td> <td>3,00</td> <td>$70 \leq B < 75$</td> </tr> <tr> <td>B-</td> <td>2,75</td> <td>$65 \leq B- < 70$</td> </tr> <tr> <td>C+</td> <td>2,50</td> <td>$60 \leq C+ < 65$</td> </tr> <tr> <td>C</td> <td>2,00</td> <td>$55 \leq C < 60$</td> </tr> <tr> <td>D</td> <td>1,00</td> <td>$40 \leq D < 55$</td> </tr> <tr> <td>E</td> <td>0,00</td> <td>$0 \leq E < 40$</td> </tr> </tbody> </table>	Letter	Scale	Interval	A	4,00	$85 \leq A < 100$	A-	3,75	$80 \leq A- < 85$	B+	3,50	$75 \leq B+ < 80$	B	3,00	$70 \leq B < 75$	B-	2,75	$65 \leq B- < 70$	C+	2,50	$60 \leq C+ < 65$	C	2,00	$55 \leq C < 60$	D	1,00	$40 \leq D < 55$	E	0,00	$0 \leq E < 40$
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7	<p>This module/course is used in the following study programme/s as well None</p>																														
8	<p>Module Coordinator</p>																														
9	<p>References</p> <ol style="list-style-type: none"> Adelman, C. (1993). Kurt Lewin and the Origins of Action Research. <i>Educational Action Research</i>, 1 (1), 7-24. Ary, D., Jacobs, L. C., & Sorensen, C. K. (2010). <i>Introduction to Research in Education</i>. Belmont: Wadsworth. Burns, A. (2010). <i>Doing Action Research in English Language Teaching: A Guide for Practitioners</i>. New York: Routledge. Classroom Action Research: The Teacher as Researcher. (1989). <i>Journal of Reading</i>, 33 (3), 216-218. Cohen, L., Manion, L., & Morrison, K. (2005). <i>Research Methods in Education</i>. London: Routledge/Falmer. Costello, P. J. M. (2003). <i>Action Research</i>. London: Continuum. Cresswell, J. W. (2007). <i>Qualitative Inquiry and Reserch Design: Choosing Among Five Traditions</i>. Thousand Oaks: Sage. Crotty, M. (1998). <i>The Foundations of Social Research: Meaning and Perspective in the Research Process</i>. Crows Nest: Allen & Unwin. Denzin, N. K., & Lincoln, Y. S. (2005). Introduction: The Discipline of and Practice of Qualitative Research. In N. K. Denzin & Y. S. Lincoln (Eds.), <i>The Sage Handbook of Qualitative Research</i>. Thousand Oaks: Sage Publications. Gall, M. D., Gall, J. P., & Borg, W. R. (2003). <i>Educational Research: An Introduction</i>. Boston: Pearson Education, Inc. 																														