

Comparisons: PBL, PjBL, CM, TI, IbE, RbE

Fazri Nur Yusuf

Universitas Pendidikan Indonesia



Comparisons: on students

- Promoting student-centeredness
- Promoting sustained inquiry: **critical thinking**, **problem solving**, **collaboration**, and various forms of **communication**
- Promoting sustained engagement: collaboratively analyze, address problems, resolve questions
- Promoting scaffolded learning
- Taking ownership of students' success: **self and peer feedback**
- Promoting owned voice and choice

Comparisons: teachers' roles

- Teachers as a facilitator
- Connecting theory and practice
- Providing activities that scaffold students' learning
- Presenting collaborative analysis, addressing problems, resolving questions
- Allowing students to share their ideas and thoughts to address issues
- Allowing students to voice and give choice
- Promoting authenticity: engagement to relevant and real problem

Sample: MK Research Projects

- **Course description:**

This course provides students with opportunities to explore current issues in English language education by critically reviewing a range of research studies in the area. As the course ultimately aims at the production of a ten-page review of the literature review on particular issues relevant to English language teaching and learning in the EFL context, students will also be exposed to theories of writing a literature review and be provided opportunities to practice writing in which the literature review builds upon. In so doing, students will be assisted in selecting an area of inquiry of their interests, writing annotated bibliographies and working on a theoretical framework that may be relevant for their thesis writing later on. In the process, the importance of developing 'voice' in writing will be emphasized. Apart from in-virtual class lecturing, a major part of learning activities in this course involves students' presentations and classroom discussion. Students' learning outcomes will primarily be based on their submitted assignments, presentation and participation, as well as general attitudes throughout the semester.

Sample: MK Research Projects

- **Course Expected Learning Outcome:**

Students are able to write academic works in form of annotated bibliography, theoretical frameworks, and a literature review of student-select topic in line with the university guidelines (PELO 1, 6)

- **CELO indicators:**

2.1. Identifying current issues in English language Education

1.2. Identifying elements of annotated bibliography, theoretical frameworks, and literature review

1.3. Reviewing APA referencing system

6.1. Drafting a annotated bibliography, theoretical frameworks, and literature review

5.1. Presentation a annotated bibliography, theoretical frameworks, and literature review

Sample: MK Perencanaan Pembelajaran

- **Course Expected Learning Outcome:**

Students are able to design an integrated lesson plan applying theories of learning and of language learning (PELO 1, 6)

- **CELO indicators:**

1.2. Identifying elements of a systematic lesson planning

1.3. identifying official documents to design a systematic lesson plan; graduate competence standards, content standards, process standards, and assessment standards

6.1. Designing a lesson plan in groups

5.1. Group presentation of the designed lesson plan





Thank you