

**Training of Indonesia Professional Development
Program in Teaching Quality and Methodology**



SAFITRI YOSITA RATRI

The University of Sydney

2009

DIKTI Shortcourse in The University of Sydney - BERMUTU 2008 Program

After arriving in Sydney Airport, we directly move to our rent house in Hurlstone. The Project Coordinator International Research Grants, Thomas T. Soem picked us up by bus. We settle in an Indonesian couples house, Mr and Mrs. Asa, 5 kilometers from the airport.



Today, I am in Sydney – New South Wales, Australia to follow the Primary Education Shortcourse conducted by DIKTI in Sydney University (Usyd) for 12 weeks. 20 participants comes from different LPTK: 8 lectures from UNY (Yogyakarta), 1 lecture from UNNES (Semarang), 4 lectures from UNESA (Surabaya), 2 lectures from UNJ (Jakarta), and another 5 lectures from UNIJA (Jambi). Schedule has been programmed that we are going to take lesson from November 10, 2008 until the end of January, 2009. Lesson is divided into 9 modules: (1) Principles and Practice of Teaching in Higher Education, (2) Curriculum Development, Planning, and Implementation, (3) Classroom Management, (4) Assessment and

Evaluation, (5) ICT in Higher Education Teaching and Learning, (6) Teaching in Higher Education – Methodologies and Strategies, (7) Research Techniques, (8) Research Proposal Preparation, and (9) Report Writing. As proponent, there are site visiting to elementary and special needs school in surrounding New South Wales and individual research. Later, before closing ceremony, we must provide individual presentation as evaluating all lessons and also planning in our institution.

Our first day is run by ceremonial party, touring around campus, and taking our pictures to be copied in our library card. From the touring we know that Usyd is really concern with the heritage. No wonder that there are several museums inside. The architecture was design based on the British Colony, Cambridge and Oxford. The lunch was held in Thai Restaurant.

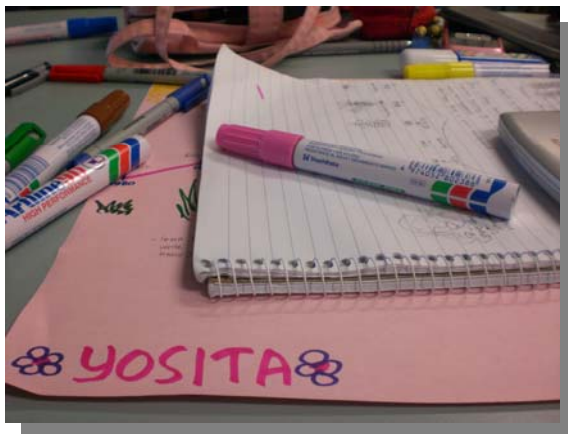
In my opinion, this course will be beneficial, especially for those who are lectures from non-pedagogy background. Curriculum, classroom management, and assessment & evaluation are new for me but not for methodologies teaching and research techniques. I also wondering about Report Writing (module 9) since my English was rather unsatisfying. Therefore, I plan to explore all material to bring back home. Wish me luck!

(Monday, 10 Nov 2008)

PORTFOLIO

Lecturer by : Dr. Ann Cheryl Armstrong

This day (Nov/11) is our first day of the Training of Indonesia Professional Development Program in Teaching Quality and Methodology. The class is taught by Dr. Ann Cheryl Armstrong, who also sit as Director of Division of Professional Learning in the Faculty of Education and Social Work at the University of Sydney. In my opinion, she is so brilliant that often inspiring us to do something. I am really concern with the modules since I just have little knowledge and skill about education. I graduated from Gadjah Mada University where there is no educational subject to study. My Bachelor of Science comes from studying Geography for 5 years. Therefore this course will be something important for me as a lecturer in Primary Teaching Education Department.



Modules and lessons consist of several topics that are new for me. Like in this morning, we learnt about portfolio. From this lesson, I can see that portfolio can be described as method of assessing to demonstrate achievement of outcomes and performances in real-life situation. Making our skill better to understand

what is portfolio, Dr. Ann asked to the participants to write our daily experience into one page. We need to try in establishing critical thinking through portfolio. Besides critical thinking, portfolio has essence as a reflective piece, shows characteristics of effective work practice, and evidence of how person has demonstrated learning, skill, and understanding.

I have never experienced in writing portfolio journal so this is my first activity. For the first, it may be something uneasy to do. However, we will never know if we never try. This portfolio make my skill perfect, as Dr. Ann said, to foster self-assessment and reflection, to provide personal satisfaction, as empowering, and to promote collaboration. A set of my portfolio will be a learning journal. Learning journal can be defined as a systematic way of documenting learning and collecting information for self-analysis and reflection. This definition is taken from Kerka (1996) in Dr. Ann's paper. Learning journal also be described as a collection of personal notes about observation, reading, and reactions. Learning journal is a tool during this course and I am eager to have it keep in a good one to bring back home.

(Tuesday, 11 Nov 2008)

SWOT Analysis



If you have to analyze my SWOT (Strength, Weakness, Opportunity, and Threat), here are the answers, based on my thinking, my husband (Nugh) and my friends (Ayu, Nur Azizah, Dyah, Caly, Kisman, and Fikri) :

STRENGTH :

What are your advantages? What do you do well? What relevant resources do you have? What do other people see as your strengths?

- I am well-organized and well-prepared. I am good in managing time, work, and make preparation.
- I have capacity as a sturdy character and good soft skill and hard skill that such an energetic capability
- I am good in mental map and orientation so I will not lose in any kind of place
- I am eager to learn something new and try to do that best
- I am active person. My body is always fit because I talented in some sport and outdoor activities
- I am the person who really care neatness in any matters
- I am helpful to everybody

WEAKNESS

What could you approve? What do you do badly? What should you avoid?

- I am rather impatient, often make decision in a rush
- My English is not excellent that I must improve it
- I am bad in mathematics and science

OPPORTUNITY

Where are the good opportunities facing you? What are the interesting trends you are aware of?

- I am young lecturer who have large opportunities to follow some courses and study overseas
- I am interesting in improving my English, continuing my Master abroad, and having skill in any subject for education

THREAT

What obstacles do you face? Are the required specifications for your job, changing making it difficult to cope?

- I have many work to do in my institution so I have not enough time to reach those opportunities

(Tuesday, 11 Nov 2008)

Curriculum

Lecturer by: Dr. Lesley Harbon

Today our lecturer is Dr. Lesley Harbon, who run discussing method in her lessons within classmate and whole class. It let us always try to think, speak up, and share our experiences. In m opinion he teaches very well and I really enjoy in her class. This morning we discussed about the definition of curriculum. Copying by her paper on it, curriculum as it relates to pedagogy. A brief note that we adopted the definition of curriculum is an interrelated sets of plans and experiences which student completes under the guidance of the educational system, then we must also consider how a teacher enacts this. This art or craft or science of teaching and learning, often including notions of teaching strategies, is pedagogy.



Adapted from Marsh (1997), what curriculum is, I prefer the definition of it that curriculum is that which is taught both inside and outside of classroom and directed by the educational system. It seems to me that definition is appropriate what we face today, especially in my country. Curriculum is set to regulate the

learning not only inside classroom but also outside. It consist of aim need objectives, content, method, and evaluation.

The model of curriculum probably consist of two groups. Those are objectives models, and interaction model. The sequence as follows :

No	Objectives Models	Interaction Models	
1.	Aim/objectives	Content	Evaluation
2.	Content	Method	Method
3.	Method	Aim/Objectives	Content
4.	Evaluation	Evaluation	Objectives

Based on those classifications, in my institution, we provide both of them. Implemented and printed in syllabus, sometimes we point out the aim/objectives but sometimes the content is in the first. However, rarely does the evaluation be the priority in making syllabus.

(Thursday, 13 Nov 2008)

Exploring Education and Curriculum Further

Lecturer : Dr. Lesley Harbon

Based of Education

Today we discuss about didactic, authentic/progressive, and transformative teaching. The first discussion is talking about didactic teaching is like a classical class, conventional method, the teacher asks question and the student must answer. We answer it based on story of classroom. In this case, the role of the teacher is as guider and becomes the center of the classroom (teacher-centered) because she decided what the questions are. The learners become the object, they must be triggered to do something through a question. Unfortunately, it exists not only in primary schools but also in secondary even in higher education. It is look like just transfer knowledge.

From the second story, we know about authentic/progressive teaching. In this teaching, the situation of learning is more joyful, play, and fun, interactive within students and teacher is exist. Teacher is as a facilitator, she must organize and have wide experience. The class builds cooperation and communication not only inside the class but also outside in order to build creativity (montesorry).

The third is transformative teaching. The teacher and students have the same object. Method is run by problem solving in peer assistance. Students as real learners and choose or arrange research. The teacher as a

facilitator and designer.

Exploring notions of curriculum in higher education

Principles might be as good practice in undergraduate education has stated in Dr. Lesley's paper. We add some others as follow :

- nurture the learning of the undergraduate
- communicate regulation and expectations
- encourage a constructive approach
- encourage a peer assessment
- acknowledge to the reality

Who are the stakeholders of curriculum?

- Student
- Teacher/Lecturer
- Parents
- School/institution
- Government (Ministry of Education)
- Lobby group
- Textbook Writer
- Employers
- Media
- Education decision maker



(Thursday, 13 Nov 2008)

Curriculum Development (Planning and Implementation)

Lecturer by : Dr. Lesley Harbon

Two broad types of models for developing curriculum Brady and Kennedy (2007, p.161) are :

- the technical models (objectives and interaction model)
- descriptive models (based on deliberation)



The kind of question underpinning these models are:

- What educational purposes should the (institution) seek to attain? Answer: Objective
- What educational experiences can be provided that they are likely to attain? Answer: Content
- How can these experiences be effectively organized? Answer: Method
- How can we determine whether these purposes are being attained? Answer: Evaluation

Steps in curriculum planning

1. Situational analysis
2. Stating objective and outcomes
3. Selecting content
4. Organizing the content for teaching
5. Method selection for teaching

In method selection for teaching, what teacher can do are:

- listing teaching method
- identifying teaching method
- matching teaching method and teaching content
- implementing in class
- evaluating all procedures

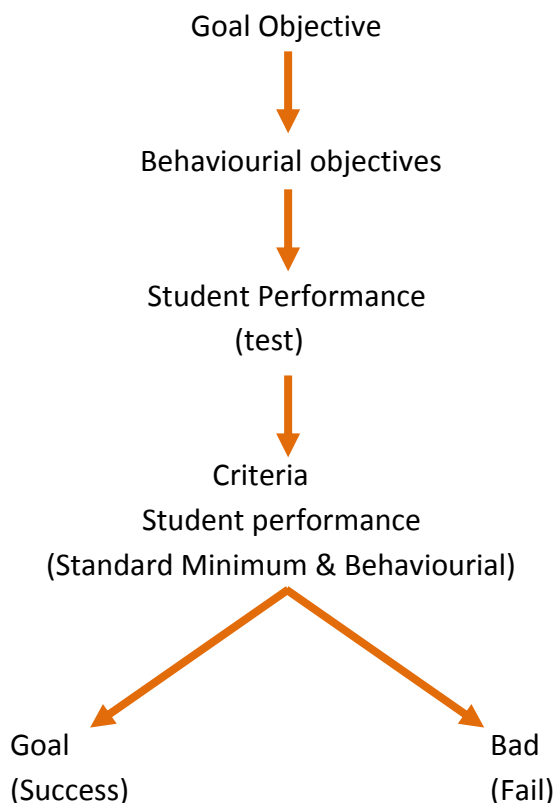
(Friday, 14 Nov 2008)

Curriculum Evaluation and Curriculum Renewal

Lecturer : Dr. Lesley Harbon

Copying from Dr. Lesley's paper, Brady and Kennedy (2007, p.220) stated that assessment involves gathering, interpreting, and describing information about student achievement. Evaluation involves making judgement of worth based on the information provided by the assessment process. Measurement is another related term which refers to the systematic classification of observation of student performance.

Some approaches to curriculum evaluation and models of curriculum evaluation must be discussed within us. Get discussed about Tyler's objectives model, we (with Nur and Dyah) draw it in the following diagram:



The Strength of that model are :

- Very Simple
- Easy to follow
- Easily Understood

The Weaknesses of that model are :

- No classification
- Ignore value and context
- Not consider outcomes
- Inflexible approach to program evaluation



(Tuesday, 18 Nov 2008)

Curriculum Implementation and Operationalization

Lecturer : Dr. Lesley Harbon

From the conceptualized diagram of Fullan about the linear process of curriculum initiation can be described that curriculum starts from stage by stage. Those stages are divided into 5 stages. Then I fashioned it in our curriculum in my institution (Primary Teaching Education Department)



Stage A : Curriculum is designed by Higher Education board based on General Standard of Teacher Community products and thinking

Stage B : Curriculum continues into holding a kind of consortium within 5 universities in Central Java (UNY, UNS, UNNES, USD, and UKSW). We analyze what Higher Education and teacher community delivered about curriculum then we match into Primary Teaching Education curriculum as our objectives to teacher candidates

Stage C : After these 5 universities have a draft of curriculum, the Dean of our university obligate to make reports and dissemination at national level (directing to government)

Stage D : The Dean and universities member deliver to all members in surrounding institution

Stage E : Stakeholders/governor/teachers are invited to let them understand about the new curriculum

(Monday, Nov 17 2008)

SITE VISITING TO PRIMARY SCHOOL

In this day, we had some touring to several schools, divided into three groups: visiting primary schools, secondary schools, and special need schools. I go to the primary schools with another 7 friends who the same background, that is coming from primary teaching department. Time to go is for about 2 hours until we arrive in Bangor Primary School located in 130 Menai Road Bangor New South Wales. Still in the same area, the second school is Tharawal Public School which located in Gerald Road.



The principals of Bangor Public School, Mrs. Jenny welcomed us in morning tea while answering our questions. Afterwards, we asked to look around the school and met students. But unfortunately, no camera in school based on the rules. We get some information there, that Bangor Public School was established in 1984 and boasts a visually pleasant, happy, and safe environment with modern, well resources solar heated classroom and building conducive to effective learning and teaching. It strives

to ensure continual physical enhancements. In 2000 these include a computer network, sun shelter (COLA) and air conditioned demountable classroom, provides a demanding, well balanced and broad curriculum that ensures students are able to participate in activities that will challenge and meet their particular needs and interest; deservedly enjoys an outstanding reputation for academic, cultural, and sporting excellence, aim for a learning environment encouraging the development of independent students who are self disciplined, creative thinkers and problem solvers.

Refer to the information we get, Tharawal Primary School is a caring school which offers broad comprehensive curriculum. The school motto Respect and Responsibility is upheld by the whole school community. There is mutual respect between students, staff and the parent community, as they work together to educate the students academically, socially, emotionally, and spiritually. The responsibility to educate students to take responsibility for their learning Visitors note the excellent school tone with adherence to uniform and an expectation that students will learn.



(Tuesday, 24 Nov 2008)

ENGAGING THE CURRICULUM IN HIGHER EDUCATION (Book Resume)

By : Dr. Ann Cheryl Amstrong

Resuming from the book of “Engaging the Curriculum in Higher Education” by Ronald Barnett and Kelly Coate (2005) Chapter 10, written that unless curricula are in some way engaging the students for whom they are intended, nothing much will happen so far as the students mechanically to their surrounding; curricula cannot be realized as technical projects in which things are done to students. Students have to be personally involved in and committed to their own development.



If Higher Education curricula are going to help students develop the kinds of human qualities and dispositions that the twenty-first century calls for, we have suggested then students need to be understood as human beings are not own unfolding ‘takes’ on the world. A curriculum may seek to get students involved in, say, their own projects, group tasks, problem solving (in chemistry or

business studies), researching a topic (in history), or a computational exercise. This is a kind of operational engagement, in which the student engages in the activity in question.

Unless the curriculum is designed to accord students space and time to come into a positive relationship with their experiences, the necessary commitment and engagement just will not occur. Here are some considering that there are three dimension to this educational aspiration :

First, the students have to feel that their learning is worthwhile in the sense that they are engaged in a worthwhile programme of study. *Second*, the students gas to form a positive view about her learning. She will want to feel that she is likely at least to pass and may even want to pas at a high level. *Lastly*, the students will want to fell positively towards herself. Unless the student has a positive self-regard, it is difficult to see hoe her learning can proceed.

Engagement implies not just a coming together but an interaction. The student may be changed through the curriculum, but if the lecturers and the students are wise both they and the curriculum might also be changed by the students. This togetherness quality of a curriculum is crucial. A curriculum for engagement, therefore, calls for a teaching that is likely to engage, to connect, to lift, to enthuse and even to inspire. A curriculum for engagement, in other words, calls for a pedagogy for engagement. It is a pedagogy of deep and abiding respect for each student, of generosity and of space and time. As the

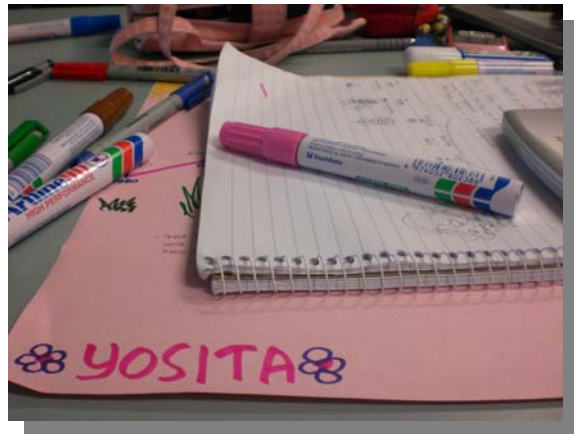
tutors make their interventions in the spaces extended to the students, therefore, it is the students as individuals that have to be uppermost in their minds. A curriculum for engagement cannot rest with just being concerned with standards; it has to create spaces for affirmation and development. The self has continually to be nurtured through curriculum design as a creative but continuing process. The self is a long time in the making and a very short time in the dissolving.

(Wednesday, 26-Nov-2008)

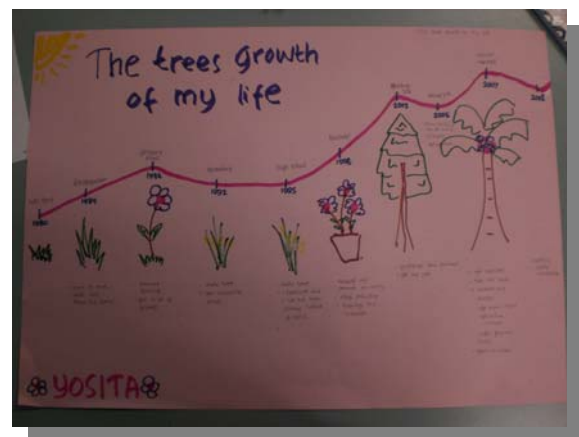
SELF DEVELOPMENT (THE TREE OF MY LIFE)

By : Dr. Ann Cheryl Amstrong

In this day, Dr. Ann told a kind of self-development. The we are asked to draw aoyr story and mark specific in the time that important,a change, or impressed journey to learn.



Here my drawing, I draw from the beginning of my life it start (time when I was born) until recently I am in Sydney. The line is going up year by year. I imagine that my life is like a tree, in the beginning like the grass and then bloomy flower, and finally like a coconut tree.



(Wednesday, 26 Nov 2008)

INTERNATIONALISATION OF THE PROFESSORiate : A World Challenge

By: Prof. Anthony Welch



Today we described about Internationalization with Prof. Tony (Anthony Welch). Resumed from his lesson, internationalization comprises many facts including student flows, staff mobility, internationalisation of curriculum, and administration. Internationalisation in here not only talked about curriculum but also academic staff that less well researched but becoming more important. In some countries, like China, programmes are often now developed to capture international student market, for example MBA Program that taught in English. At there, MoE mandated that 10% of courses should be taught in English, while incentives are being offered to staff who can teach in English. That is true, once we ready to be internationalized, staff must be educated internationally. That is why the word peripatteti comes up. Peripatetic is mobile teacher. In the Book 1 of Confucius Analects : To have schoolfellows come from distant states -is it not a

pleasure?. Confucius himself moved around different parts of what s now China, with some of his students. It also having been known that several important philosophers and teachers, as well as key parts of mediaeval knowledge, came from the brightest still travel to Al Azhar (as they have for centuries).

However, The International Survey of The Academic Profession showed that more men than women gained the opportunity to work overseas. Men have larger opportunities in travelling and studying overseas. In East Asia, the pattern is much the same.

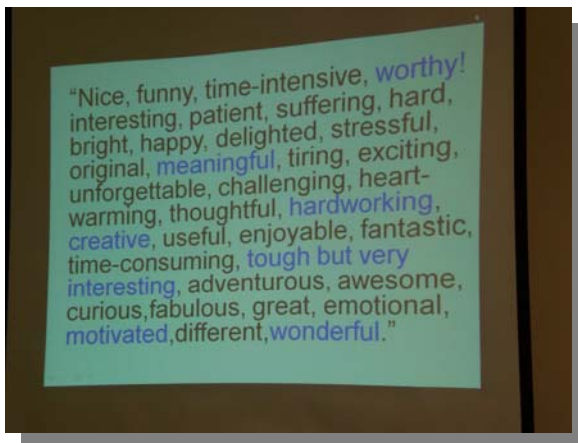
International research active staff who can teach in English will be in great demand, particularly from giant systems such as China and India. How about Indonesia? In my opinion, Indonesia has the same large opportunities as China and India. There have been so many staff studying abroad both men and women and being good professional staff. However, the system in Indonesia sometimes rather unsatisfying for staff t develop. For example, the salary of one lecturer in public university is just enough to live. No wonder if we see many lectures be peripatetic, taught more in private institutes rather than in public institute. Yet, we still have broadly opportunities in making our education internationally and Indonesia must support in this way since internationalization becomes a profound change and challenge for the academic profession, worldwide in the global era. That is why it becomes our challenge to deal with.

(Tuesday, 2 Dec 2008)

DIGITAL STORYTELLING

By: Kirsty Mc Geogh

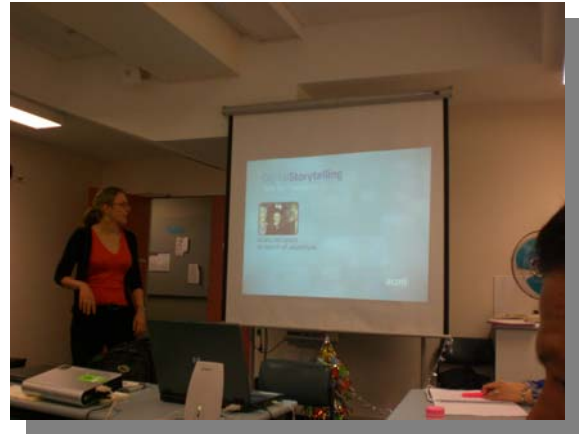
Kirsty Mc Geoch is a Ph.D student who really concerns about digital learning. That is why today she came to our class to teach and share about digital storytelling. In the first lesson, she run her own video story which told about her life. We also saw another video by her students. Digital storytelling can be described as a story about something significant in our life, we had better to use our imaginative. We can narrative it by using our images, music, and voice to draw the expression and character deeply. Some others say that this is an interesting work to do. Here are the testimonial about the digital storytelling that Kirsty taught:



What rules that we must care are:

- point of the story, tells about the focus of the story what is really about-
- dramatic question, is something that people will find out from the story
- emotional content, will deliver the truthful people to be honest, such as to be sad or happy

- the gift of our voice, is the type of tone: whispering or making loud
- the power of soundtrack, to represent of emotional story
- economy, we must make it effective in word (word cutting) and time (time limit)
- pacing, is the plot of story that running fast or slow



In my opinion, digital storytelling is very beneficial activity that can be brought for our department. It is due to the fact that in there, neither do the lecturer or students make digital story telling in their learning way. On the other hand, it is important that will make the learning becomes so active where everybody can share together. We also have to creative and are used to using multimedia system.

(Friday, 12 Dec 2008)

