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TURKU UNIVERSITY OF
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BUSINESS
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BINUS UNIVERSITY
INTERNATIONAL
INNOVATION. INSPIRATION. EXCELLENCE.



WELCOME

Hi Apa kabar? Hei! Hallo! Hej!
Siema! Hola! Hello!

Do you think that education
matters? We do!

This is the first newsletter of the
INDOPED project. In three years'
period we - meaning 5 European
and 6 Indonesian partners - are
together modernizing Indonesian
higher education with European
pedagogical practices.

In this first newsletter our
Indonesian University partners
share their feelings on our
project's Ceremonial Opening
event and train-the-trainer session.

You can find more information on
INDOPED project from our website
www.indoped.eu.

*INDOPED project is co-financed by
the Erasmus+ Programme of the
European Union.*



*Harri Lappalainen, Head of the
INDOPED Project*



SYIAH KUALA UNIVERSITY

INDOPED meeting at BINUS Jakarta makes more clear information regarding all management INDOPED project. The participants from Syiah Kuala University consist of 8 participants including representative from Rector of Unsyiah; Dr. Hizir as vice rector for academic affairs. Besides, the core of INDOPED project at Unsyiah (Samadi, Usman Kasim, Cut Dahlia Iskandar), Unsyiah also involved 3 lectures from different field of studies (M.Hasan, Yumaidar and Irsyadillah) in the second INDOPED meeting at BINUS. INDOPED project at Unsyiah gets fully support from Unsyiah authorities with the attendance of Rector. It is really meaningful for us to conduct the project at Unsyiah. The meeting at Binus also brings a very good information in which Indonesia government will give a very good support for this project. After a 3-day meeting, we obtained clearer and deeper information how the project will be implemented at our University. With the pilot project, Unsyiah has elected two main pilot projects namely Project Hatchery (PH) and Project Market Research (PMR). With PH, Unsyiah combined with Learning by Teaching (LbT) and Rubric for assessment. Unsyiah team plans to conduct this project from next semester (September - December 2016) and semester January-July 2017 depending on the subjects of the involved teachers. Some methods, Unsyiah will fully adapt based on the European methods and the others just take some parts of lecturing to apply the chosen methods. As known that Unsyiah is a state university and Unsyiah has firm regulation with the government how to calculate credit point, if we want to apply this method to students in order to the credit should be acknowledged by higher education institution at Unsyiah and national curricula. That is why we considered that supporting based on legal

regulation from Unsyiah authorities is highly important. The meeting at BINUS Jakarta was also good time for Unsyiah to communicate directly with the European teachers who will evaluate and assessment how this method will be apply to Unsyiah next time. We have already made contact with Inholland University to fix the time for deep communication in the next meeting. Regarding to WP6, Unsyiah collaborates with Seville University. We have already started working to provide template of MoU and will distribute to other Indonesian Universities for approval. Other works regarding to WP6 will be discussed further with Seville University especially to create Business Plan for Innovation Pedagogy Training Centre (ITPC) at participating Indonesian Universities and also negotiate supporting the network after the project such as Contacting European Partners' Embassies in Indonesia, education attaché, presentation and discussions with EU Embassies concerning blocking funds from the bilateral cultural and educational cooperation with Indonesia and proposals of agreements with EU Embassies and so on as stated at our draft WP6. We really appreciate also to the committee at BINUS with good arrangement for the second INDOPED meeting.

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*Photos from Ceremonial Opening
Jakarta April 2016*



Coming next:

- ◆ Pilots
- ◆ Mentoring visits
- ◆ General meeting
YOGJAKARTA

NEGERI YOGYAKARTA UNIVERSITY

The team members of USY perceived the INDOPED - meeting for the ceremonial opening in Jakarta from 12 - 14 April 2016 to be very successful. The meeting clarified many things which had been still unclear after the Kick-Off-Meeting in 2015. All of our questions concerning our WP as well as the piloting phase have been cleared. The workshops were extremely helpful, as we got a much better understanding of the exact background, purpose and aim of the different methods. We enjoyed and liked very much, that the detailed presentation of the methods was done in active workshops, where we, as participants got directly involved and sometimes were even able to try some methods out rather than just listening to a theoretical presentation. After attending a major part of the workshops we had a good idea of the contents and so forth and were able to do our final decision towards our piloting choices. As all of the workshops we attended were very interesting, it was quite hard to make a decision and limit our choice to three methods which are going to be piloted. Apart from the workshops, which were conducted very well, we think it was very important to get in touch again with the other partners of the INDOPED-group. We got to know each other a bit better, which is in our opinion crucial for a successful communication and a good cooperation. The time between the workshops during the last day allowed us also to set fixed dates with our partners for visits to/from Europe. We are very happy, that the meeting in Jakarta has been so focused on a

concrete outcome. The whole set up of the meeting was also very well conducted. The rooms of the different happenings were not too far away from each other and the area on the upper floor offered many occasions to discuss with the partners. We think it was a good idea, to discuss in the big group about the piloting choices of every partner, so everyone knows what is going on. We think it is important, that every partner is involved. We also think that the evaluations which have been conducted so far, are a very good way to monitor the work in progress and the status of each member. The session on information about managerial and financial issues was especially of great value. Many things are much clearer than before. All together, we found the second INDOPED meeting to be very useful and helpful and our motivation level during the current time is very high. We are looking forward to preparing the next meetings and especially the first piloting. The steps we will take next are more clearly to reach after the meeting in Jakarta.

STATE ISLAMIC UNIVERSITY

State Islamic University (UIN) Syarif Hidayatullah Jakarta is pursuing world-class university by integrating science, Islamic value, and Indonesian-ness. To be a world class university we need to expand the cooperation network domestically and internationally. One of the efforts in expanding the network is by joining INDOPED Project. The Project has given us a valuable spiritual experience when the education atmosphere in Indonesia is still looking for a suitable form of learning methods for both teachers and students.

The INDOPED Project in UIN Syahid Jakarta lead by four Managers (Dr. Arief Mufraini, LC., M.Si (Project Manager), M. Zuhdi, Ph. D, Pheni Chalid, Ph.D and Yulianti M.Si). The managers and six lecturers joined as active participants in Binus Workshop. The study background for most of the participants were Economic and Business (Management, Accounting, Economic and Development), while one of the participant hold an Education study background.

As a result of Workshop in Binus, we chose the European Pedagogic Method. The method will be applied by several lecturers whose responsible for each part as follows:

1. Project Market Research for Department of Management. This method will be applied by Dr. Leis Suzanawati and Dr. Muniaty Aisyah
2. Learning by Case Method for Department of Accounting and Department of Economic and

Development. This method will be applied by Hepy Prayudiawan, M.Si (Accounting), Zuhairan, M.Sc and Utami Baroroh, Ph.D (Economic and Development).

3. Gamification Method for Department of Economics and Development. This method will be applied by Zuhairan, M.Sc and Utami Baroroh, Ph.D (Economic and Development)

Based on the discussion during the Workshop, we analyzed the following issues:

1. Project Market Research (PMR).
The lecturers need more time to understand the technical method of Project Market Research. Moreover, the current condition of UIN Jakarta has not been able to support the requirements needed for the method. For example, the student final examination must be written, while PMR method does not require any written examination since the examination is being held in practice.
2. Learning by Case Method (LCM).
The issues can be seen that the lecturers need more time to understand the technical method of LCM. For the student the problem is that they are not used to respond the questions (passive) and lack of class management (depend on smart student in a group)
3. Gamification
The lecturers need more time to prepare all the tools (a template, an indicator and conversion rules. The students need extra effort to acheive their goals.

WIDYA MANDALA CATHOLIC UNIVERSITY

INDOPED Project (Modernizing Indonesian Higher Education with Tested European Pedagogical Practices) has conducted the second meeting in Indonesia on 12 -14 April 2016 at BINUS International in Jakarta, after the Kick-Off Meeting held at Widya Mandala Catholic University in Surabaya (UKWMS). During the INDOPED second meeting at BINUS basically all the 15 European teaching methods offered to be implemented in Indonesia were made clearer through the presentations by the European university partners who have had successful experiences in implementing the methods in the European settings. The meeting was indeed a very fruitful event in which all the Indonesian lecturers who will be implementing the methods were able to learn the methods face-to-face with the European experienced lecturers. The method presentation and demonstration by the European university lecturers really helped the Indonesian lecturers to understand better about the methods they are going to implement although it was scheduled for 1.5 to 2 hours for each method. Surely, the method presentation and demonstration were not enough to make the Indonesian lecturers who were present in the second meeting fully understand the methods but they will fully understand when coupled with the visit by European university lecturers to the corresponding Indonesian universities in the upcoming months. This is a good step for the Indonesian lecturers before they start to plan and design their teaching activities as the pilot project.

Throughout the method presentation and demonstration sessions during the second meeting it could also be seen about how the selected European teaching methods may help trigger and promote the Indonesian students to become creative, critical and innovative ones, and how they may support the role of education in boosting future professionals' innovation capacity. So, accordingly it could be anticipated that the goal of the INDOPED Project will be successfully achieved, especially coupled with great support of the Indonesian government, the university authorities and the enthusiastic

lecturers from both Indonesian and European partners.

Eight participants from UKWMS attended the INDOPED second meeting at BINUS, i.e., the Core Team of the Project (Harto Pramono, Adrianta, Indah Kuswardani, and Aning Ayucitra), the Lecturer representatives who are going to implement the European teaching methods (Esti Susanti, Lanny Hartanti, Indah Kuswardani, and Anthony Wijaya), and also the Rector of Widya Mandala Catholic University (Drs. Kuncoro Foe, Ph.D) who fully supports the implementation of the INDOPED Project at UKWMS. For the pilot project UKWMS has selected 4 methods, i.e., Learning by Case, Learning to Learn combined with Rubric for Assessment, Learning by Teaching, and Gamification. UKWMS team plans to conduct the pilot project for all four methods in the next semester, from August - December 2016. The methods will be adapted to suit with the local culture, condition and characteristics of the students.

During the INDOPED second meeting at BINUS, the arrangement of next activities and events were successfully discussed, led by the Coordinator of the INDOPED Project, and for all of these we would like to extend our gratitude. All the agenda of the meeting was successfully done with the great support from BINUS organizing committee. Therefore, our appreciation also goes to BINUS organizing committee for this excellent arrangement for the second INDOPED meeting.

*Photos from Ceremonial Opening
Jakarta April 2016*



BINUS UNIVERSITY

*Photos from Ceremonial Opening
Jakarta April 2016*



Prior to INDOPED workshop in Jakarta, April 2016, Binus University International (BUI) selected three learning methods to pilot. They are Project Module (PM), Learning by Teaching (LbT), and Innocamp. The selection was based on our needs to engage our students actively in the learning process, to structure our future Internship program, and to strengthen BUI objective to nurture our student innovation competencies. On top of that, during the workshop we had a chance to learn more about the usage of Innovation Competencies Barometer (ICB) and the rubrics in assessment. In the first workshop we learned about LbT from TUAS. It seems that some of our lecturers already implement the method as an addition to the main learning method, the conventional lecturing. The difference is that in TUAS, it becomes the main learning method. We learned that there are various activities of TUAS students using this method. This is conducted between senior and junior students. In which the seniors become the junior's tutor (teacher). It is also conducted between TUAS students and pupils (secondary school students) with the same role. We learned also about the role of TUAS teachers as a facilitator to students in planning their teaching materials, observing them when they teach, and assess their skills in delivering ideas as well as the hard knowledge possession. We think that we could also apply this method in several courses and as extra-curriculum activities.

The next workshop was about Innocamp from EAAA. We found it was engaging like we have expected after reading the learning method's description and they tested some part of Innocamp to us in the workshop. It was great to hear their experiences about running the camp in many different settings, so we can learn the best practice and pick the most effective one and put it in our context. We learned also about DOs and DON'Ts. That was very important for us to not making the same mistake and implements it faster and effectively. We have been told that the key to run this learning method successfully is by letting all stakeholders experienced it by themselves included our facilitators before they facilitate our students. In the other hand, having the participants who join voluntarily was also a critical point to be considered. We will put all the things we have learned into the pilot project planning. We have started further communication as well during and after the workshop with EAAA team which we believe is important for good execution. Besides Innocamp, we found that Effectuation learning method is also suitable to be inserted during the

process since we believe it can help students find and connect their passion to the innovation and entrepreneurial process. It was stated as well in the workshop that passion will ignite students learning.

In the last workshop, we learned PM method. The method is the advanced course of Project Hatchery (PH). However, this method is not necessarily for multi-disciplinary group. The involvement of industry (business) is necessary in this method. The module consists of more than 1 courses that are learned in the business during the project. The example shown in the workshop was an engineering project, in which a group of students working to develop machinery. Initially, we would like to implement this method on our internship "course", which become a mandatory course in the curriculum. However, this need to be confirmed with Head of Programs.

In the ICB workshop, we learned that individual innovation competencies have been split to 3 competency groups. We also learned that we could use the ICB partially for individual courses and use the full ICB once in a year as a formative assessment on how our students increase their innovation competencies. In the rubric in assessment workshop, we learned that our programs need to define the yearly level of competency that our students should achieve within their learning period with us. We think of applying the two assessment method on our courses.

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Ceremonial Opening in Jakarta at Binus University International