The Australian Consortium for 'In-Country' Indonesian Studies

Journalism Professional Practicum 2021

Course Outline

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Program Details

ACICIS Journalism Professional Practicum
January 6 – February 20, 2021
Jakarta, Indonesia

Credit Points: Recommended equivalency 50% of a full semester load (0.25 EFSTL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Mode: Off-Campus
Contact hours: **Total program time commitment: Approximately 300 hours**

Comprised of approximately:

40 hours of Indonesian language classes
30 hours of seminars and fieldtrips
70 hours of independent study and structured assignments
160 hours of practicum placement

www.acicis.edu.au/programs/practicum/journalism-professional-practicum-jpp

Contact Details

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1 Description
3 Educational Principles and Graduate Attributes
4 Teaching and Learning Strategies
5 Assessment
9 Reading List
13 **Appendix I:** Seminar Series and Fieldtrips
19 **Appendix II:** Reflective Journal Reading List & Journal Template
21 **Appendix III:** Thematic Research Essay Outline
23 **Appendix IV:** Marking Rubrics

Description

The ACICIS Journalism Professional Practicum (JPP) is a six-week program in Jakarta that combines a formal academic program with a four-week professional placement. The JPP provides a unique opportunity for students of journalism, media and communications, as well as cadet journalists to gain valuable experience working within an international media environment.

The aim of the JPP is to give journalism/communications students or early career professionals the chance to meet the people, experience Indonesian culture, and learn the language of an important actor in the Asia-Pacific region.

The long-term goal of the program is to enhance bilateral understanding through the creation of new partnerships between overseas students and Indonesian counterparts and to serve as a medium for the exchange of ideas and experiences. Participants will also get a taste of the environment in which a foreign correspondent operates and discover the idiosyncrasies of Indonesian journalistic practices.

The guiding principle of the JPP is to have overseas students or early career professionals working within Indonesian host organisations as part of a practical learning process.

Aims

The aims of the JPP are to:

1. Provide students with a practical learning experience with a Host Organisation in a Indonesian journalism, media, or communications workplace environment;
2. To develop students' knowledge of international and Indonesia journalism, media, and communicaitions practices, and the application of these practices within Indonesia's media and comunications industry; and
3. To enhance bilateral understanding through the creation of new partnerships between Australian and Indonesian counterparts, and to serve as a medium for the exchange of ideas in the field of journalism, media, and communications.

Supervision

ACICIS' programs in Indonesia operate under the direction of the ACICIS Resident Director, Dr Adrian Budiman.

In addition, an Academic Program Officer (APO) is assigned for the duration of the JPP to oversee all aspects of the program, including the supervision of its academic content. Participanting students are also allocated a workplace mentor at their practicum host organisation who will supervise a student's work within the organisation for the duration of the student's practicum placement.

Structure and Schedule of Learning Activities

The structure of the six-week JPP program is as follows:

- Two weeks of intensive Indonesian language classes at Atma Jaya Catholic University, designed to give participants basic language capacity;

And

- A series of seminars and fieldtrips led by experts and practitioners from Indonesian and international journalism and media organisations operating within Indonesia;

Followed by

- A four-week supervised practicum placement designed to give participants an English-speaking professional experience within an Indonesian or international media or communications organisation operating within Indonesia.

Practicum Placement Options and Selection

In their initial program application, students are asked to nominate sectoral interests and preferred professional industry placements. A student's preferences will be considered alongside their academic record, demonstrated skill-set, relevant work experience, future career goals, and Host Organisation requirements in order to assign the student a placement that is appropriate to both student and Host Organisation.

The JPP Academic Program Officer and ACICIS Resident Director manage selection and practicum placement allocation. Host Organisations are encouraged to provide details in advance of preferred or required candidate skill sets for their workplaces.

ACICIS will confer with Host Organisations prior to confirming students' placements. Host Organisations may nominate to review a participant's qualifications or to arrange an interview via Skype (or similar) or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the JPP, students are encouraged and assisted to:

- Develop and apply their academic skills and knowledge in a real-life workplace;
- Make a valued contribution to the Host Organisation;
- Enhance employability by increasing awareness of employer's expectations of performance and conduct.;
- Enhance their understanding of Indonesian organisational culture;
- Gain first-hand experience of the challenges of intercultural management and communication; and
- Establish networks and contacts with professionals working within Indonesia's media and communications sector.

Learning Outcomes

Students who complete the JPP successfully should be able to:

- Apply discipline-specific knowledge and academic skills to a workplace environment;
- Identify and respond to real-life journalistic and/or communication issues and problems;
- Perform tasks set by an employer to a satisfactory standard;
- Crifically reflect and report on their experience in the workplace;
- Demonstrate sound cross-cultural communication skills and he ability to work effectively within a cross-cultural team; and
- Respect diversity in a range of academic and professional environments.

Teaching and Learning Strategies

Students undertake an unpaid practicum placement (160 hours) in a work environment in Indonesia under the professional supervision of a Host Organisation mentor as well as the academic supervision of the ACICIS JPP Academic Program Officer. This experience is augmented by a two-week classroom-based course of study conducted at Atma Jaya University - prior to students' practicum placements. This course of study consists of compulsory Indonesian language classes as well a series of industry seminars and fieldtrips designed to equip students with an understanding of Indonesia's media industry and environment.

Evaluation

Throughout the program, the JPP Academic Program Officer will conduct monitoring visits to each student's workplace to garner feedback from both student and Host Organisation mentor. Upon completion of the program, students are invited to provide specific feedback to the Program Officer through a final debriefing session with fellow students. Students are also asked to complete an anonymous online student feedback survey which assists ACICIS in improving the quality of subsequent programs.

Attendance

Students must attend a minimum of 80% of all language classes, seminars and fieldtrips, as well as the practicum placement to satisfactorily complete the program.

Assessment

Upon completion of the program, the JPP Academic Program Officer provides a student's home university with a two-page 'Student Outcome Evaluation' report detailing a student's academic performance on the program. Student performance will be assessed only as 'Satisfactory' or 'Unsatisfactory' (equivalent to an 'ungraded pass/fail').

The student's Host Organisation workplace mentor is also required to provide a brief report on student's activities and performance while undertaking their placement. This includes evaluation of a student's professional demeanour and conduct, their ability to reflect critically and adapt to issues encountered in the workplace, their approach to work, and their demonstrated cross-cultural communication skills (both oral and written). Assessment of the academic classwork component of the program will be carried out by academic staff at Atma Jaya University and the ACICIS JPP Academic Program Officer.

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in a workplace, at a satisfactory standard, as well as to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, industry seminars and fieldtrips, as well as achieve a mark of at least 60% in the Indonesian language component of the program.

A student's home university retains the right to set and grade other assessment tasks related to the program. While ACICIS makes a recommendation about how much academic credit a student should be awarded for their participation in the program, it is up to individual home universities to determine their own protocols and rules for awarding academic credit to students who undertake and successfully complete the program.

Assessment Mechanisms

The following components are used to inform the ACICIS JPP Academic Program Officer's 'Student Outcome Evaluation' report. **Students are required to satisfactorily complete all components in order to achieve an overall grade of 'Satisfactory' for the program:**

#	Component	Dates	Weighting	Notes
1	Indonesian Language Classes	11 - 22 January	10%	Undertaken at Atma Jaya University - assessments administered by Atma Jaya's Language Teaching Centre through weekly assignments and written tests.
2	Seminar Series and Fieldtrips	11 - 22 January	10%	Attendance at, and participation in, all seminars and fieldtrips organised by ACICIS is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Practicum Placement	25 January - 19 February	50%	Practicum Host Organisation mentor to submit an evaluation to the JPP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Host Organisation mentor and student.
4	Reflective Journal	25 January - 19 February	10%	Weekly submissions to be submitted electronically **by midnight each Friday** throughout a student's practicum placement. Evidence of familiarity with set readings will be assessed through student's reflective journal submissions.
5	Thematic Research Essay	21 February	20%	Students to submit a 2,000-word essay on a contemporary issues in the Indonesian media sector to be assessed by the JPP Academic Program Officer.

Assessment Component Details

The JPP is designed to meet the Australian university equivalency requirements of half of a full time semester load (0.25 EFTSL) at ACICIS member universities, and includes the following assessable components:

1. Indonesian Language Classes (40 hours)

Students are required to attend two weeks of intensive classes in Indonesian language and culture at Atma Jaya University in order to develop language skills that will help them operate more effectively in their practicum placements and in the wider Indonesian community. Students will sit a placement test during orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre based on their placement test results. Language classes are four hours in duration from Monday to Friday for the first two weeks of the program. Students will be assessed on four macro skills areas: Listening, Speaking, Reading and Writing. Students will sit a final language exam and be given a numerical mark for this assessment component. **To be awarded an overall 'Satisfactory' grade for the JPP, participants must achieve a mark of at least 60% for this component of the program.**

2. Seminar Series and Fieldtrips (30 hours)

The Seminar Series and Fieldtrip component of the JPP consists of seven seminars and one field trip. Students must attend and participate actively in **a minimum of 80%** of all scheduled seminars and fieldtrips. Prior to each seminar, students are required to complete a number of set readings. Students must demonstrate adequate preparation through informed contributions to discussions and activities in order to pass this component. Lively discussion groups and Q&A sessions will be a key aspect of these sessions.

Please see Appendix I for more detail about this component of the program. A marking rubric for this component of the program is provided in Appendix IV.

3. Practicum placement (160 hours)

Students undertake a supervised practicum placement at a participating Host Organisation. Required tasks will vary depending on the Host Organisation. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Host Organisation and the JPP Program Officer that they have performed all assigned tasks to a satisfactory standard. On completion of the practicum, the Host Organisation mentor will be asked to evaluate the student's performance. The mentor will be asked to comment on criteria related to both generic skills (e.g., interpersonal, communication, professionalism, initiative) and discipline-specific knowledge. A marking rubric for this component of the program is provided in Appendix IV.

4. Reflective Journal

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning process while on the JPP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students' workplace tasks week-to-week based on input from their JPP Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of a students' understanding of set course readings and ability to relate these readings to their practicum experience.

To complete the Reflective Journal, students are required to:

- *Complete a set of required readings on cross-cultural learning and self-reflexive learning. The list of readings is provided in Appendix II.*
- *Keep a **weekly log** of activities and duties performed in the workplace during their practicum placement to be submitted electronically at the end of each week of the placement. Students should provide a brief account (no more than 1-2 paragraphs each day) of observations, challenges, learning experiences, or unexpected outcomes. Students should note down any important meetings they attended or interesting stakeholders with whom they met.*
- *Some questions students may like to reflect on at the end of each week might include, but are not limited to:*
  - *How did your daily tasks contribute to your project's end goals?*
  - *Did you come up against any hurdles this week (and if yes, how did you overcome them?)*
  - *How do you find working in a cross-cultural environment?*
  - *Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?*
  - *How does this compare with workplaces in which you have worked previously and what differences are evident?*
  - *How does your experience in the workplace compare with your university studies in this field previously?*
  - *Describe your organisation's location in the broader context of the Indonesian media and communications industry.*
- *Reference and reflect on the set readings and seminar topics.*

Students are encouraged to use the Reflective Journal to record and elaborate on the significant issues encountered during each week of their practicum placement, and to talk these through with their Host Organisation mentor and/or the JPP Academic Program Officer wherever possible.

A useful way to complete the Reflective Journal can be for students to complete this in Microsoft Word or Excel as the last task done each day (for 10 -15 minutes) prior to leaving the office. Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections.

Weekly logs are to be submitted electronically **by midnight each Friday** during the practicum placement.

A template for the Reflective Journal is provided in Appendix II. A marking rubric for this assessment component of the JPP is provided in Appendix IV.

5. Thematic Research Essay: 2,000 words

Students are required to complete a 2,000-word research essay on a contemporary theme relating to the Indonesian media and communications sector. The aim of the thematic research essay is to encourage students to think critically about contemporary media in Indonesia. A list of essay topics for students to choose from is provided in Appendix III. Alternatively, students may request permission to work on an alternative topic, with the approval of the JPP Academic Program Officer. In writing the essay, students are expected to draw on a range of secondary sources (academic journal articles, research papers, books and online articles) as well as their own experience of observing and participating in the Indonesian media industry first-hand through the JPP program. An outline of this assignment can be found in Appendix III. A marking rubric for this assessment component of the JPP is provided in Appendix IV.

Award of Grade for the Course

Both the student and the student's home university will receive a copy of the JPP Academic Program Officer's student outcome evaluation report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent (electronically in the case of the student and by post in the case of a student's home university) from the ACICIS Secretariat in Perth **within six weeks** of a student's completion of the program. The home university may choose to award a numerical grade or an ungraded pass/fail on the basis of these documents and any additional home university assessment requirements for the program.

Detailed marking rubrics for assessment items 3, 4 and 5 (practicum placement, reflective journal, and practicum report) are provided in Appendix IV. These rubrics are provided as background information to students and home university course coordinators regarding how the ACICIS JPP Academic Program Officer assesses these particular assessment items and their contribution to a student's overall grade of 'Satisfactory' or 'Unsatisfactory' for the program.

Reading List

Cross-cultural learning and development

Abu-Lughod, L 2002 'Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others.' *American Anthropologist*, vol. 104, no. 3, pp: 783-790.

Cohen, A 2009, 'Many Forms of Culture.' *American Psychologist*, vol. 64, no 3, pp: 194–204.

Gordon, R 2010, *Going Abroad: Traveling like an Anthropologist*, Paradigm Publishers, Boulder, CO.

Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*. Available from: **http://www.nafsa.org/about/default.aspx?id=30005** [23 April 2018]

Yershova, Y, DeJeagbere, J, & Mestenhauser, J 2000, 'Thinking not as usual: Adding the intercultural perspective.' *Journal of Studies in International Education*, vol. 4, no. 1, pp: 59-78.

Self-reflexive learning

Bell, M 1993, 'What Constitutes Experience? Rethinking Theoretical Assumptions.' *Journal of Experiential Education*, vol. 16, no. 1, pp: 19-23.

Boud, D & Middleton, H 2003, 'Learning from others at work: communities of practice and informal learning.' *Journal of Workplace Learning*, vol. 15, no. 5, pp: 194-202.

Fanthome, C 2004, *Work Placements: a Survival Guide for Students*, Palgrave Macmillan: Basingstoke.

Gardner, P, Gross, L & Steglitz, I 2008, 'Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies.' *Collegiate Employment Research Institute (CERI) Research Brief*, vol. 1, no. 1.

McCormick, D 1993, 'Critical thinking, experiential learning, and internships.' *Journal of Management Education*, vol. 17, no. 2, pp: 260-262.

Seminar readings

Anggraini, T. 2018. 'Explainer: will the 2019 elections be fair?'. *Indonesia at Melbourne*, 13 November. **http://indonesiaatmelbourne.unimelb.edu.au/explainer-will-the-2019-elections-be-fair/**

Bayuni, Endy (2018). 'Indonesia and Australia: Ties that Rarely Bind', in *Strangers Next Door: Indonesia and Australia in the Asian Century*, Hart Publishing, pp 287-305

Cook, E. 2018. 'Beyond scandal: Facebook and Indonesian politics'. The Interpreter-Lowy Institute. **https://www.lowyinstitute.org/the-interpreter/beyond-scandal-facebook-and-Indonesian-politics**

Firdaus, F. 2017. "A Tragic, Forgotten Place.' Poverty and Death in Indonesia's Land of Gold'. TIME. **http://time.com/4880190/papua-poverty-shootings-justice-paniai/**

Firdaus, F. 2018. 'An Ancient Tribe In Indonesia's Surf Paradise Is Facing Down a Renewable Energy Firm That Wants Their Land'. VICE. **https://www.vice.com/en_asia/article/kznn4a/an-ancient-tribe-in-indonesias-surf-paradise-is-facing-down-a-renewable-energy-firm-that-wants-their-land**

Harsono, A. 2018. 'The human cost of Indonesia's Blasphemy Law'. Indonesia at Melbourne. **http://indonesiaatmelbourne.unimelb.edu.au/the-human-cost-of-indonesias-blasphemy-law/**

Harsono, A. 2018. 'The US Should Not Be Rehabilitating Indonesia's Abusive Special Forces'. The Diplomat **https://thediplomat.com/2018/01/the-us-should-not-be-rehabilitating-indonesias-abusive-special-forces/**

Jensen, F. 2018. ' Indonesian aircraft was new, fell out of a clear sky minutes after take-off'. Reuters. **https://www.reuters.com/article/indonesia-crash-flight/indonesian-aircraft-was-new-fell-out-of-a-clear-sky-minutes-after-take-off-idINKCN1N31YO**

Jong, H 2018. 'Facing resource crisis, Indonesia charts a 'green development' course', Mongabay, 19 June. **https://news.mongabay.com/2018/06/facing-resource-crisis-indonesia-charts-a-green-development-course/**

Lim, M. (2011). '@Crossroads: Democratization & Corporatization of Media in Indonesia ', Participatory Media Lab (Arizona State University) & The Ford Foundation, available at: **http://www.scribd.com/doc/68588915/Crossroads-Democratization-Corporatization-of-Mediain-Indonesia**, accessed 1 December, 2014.

Lindsey, T (2018). *Retreat from democracy? The rise of Islam and the challenge for Indonesia*, Australian Foreign Affairs, July 2018, available at: **https://www.australianforeignaffairs.com/essay/2018/07/australia-and-indonesia**

MacDonald, Hamish. 2014. "Introduction, Indonesia Revisited" and "Nusantara" in *Demokrasi: Indonesia in the 21st Century*. Melbourne: Black Inc.

Mackie J. (2010) "Patrimonialism: The New Order and Beyond," in *Soeharto's New Order and its Legacy*. Essays *in honour of Harold Crouch*, edited by Aspinall E & Fealy G, 81- 96. Canberra: ANU Press.

Murrell, C. (2014). "Case Study: Indonesia". In *Foreign correspondents and international newsgathering: The role of fixers*. (Vol. 9). Abingdon: Routledge. 133-143.

Power, T. 2018. 'Jokowi's authoritarian turn'. New Mandala. **http://www.newmandala.org/jokowis-authoritarian-turn/**

Rompies, K. 2018. *Suharto's fall was bloody and frightening, and I was there*. The Sydney Morning Herald. **https://www.smh.com.au/world/asia/suharto-s-fall-was-bloody-and-frightening-and-i-was-there-20180517-p4zfwi.html**

Setiyono, Budi, & Ross H. McLeod (2010). "Civil society organisations' contribution to the anti-corruption movement in Indonesia". *Bulletin of Indonesian Economic Studies*, 46:3, 347-370. **http://www.tandfonline.com/doi/abs/10.1080/00074918.2010.522504**

Suryakusuma, J. 2012. 'Is state ibuism still relevant?'. *Inside Indonesia*, edition 109 (July – September 2012). **https://www.insideindonesia.org/is-state-ibuism-still-relevant-2**

Tapsell, Ross (2014). 'By-Lines, Balibo, Bali Bombings: Australian Journalists in Indonesia', Australian Scholarly Publishing Pty Ltd, North Melbourne, Australia, pp.1-19.

Tapsell, Ross (2017). 'The political economy of digital media'. In *Digital Indonesia: Connectivity and Divergence*, edited by Edwin Jurriens and Ross Tapsell, pp. 56-72. ISEAS Publishing, Singapore.

Vickers, Adrian. 2013. "Introduction" and "Our colonial soil". In *A History of Modern Indonesia.* 1-33. Cambridge: Cambridge University Press (2nd ed).

Audio resources:

Kohn. 2017. "Reporting Religion in Asia." ABC News. Australian Broadcasting Corporation. **https://www.abc.net.au/radionational/programs/spiritofthings/reporting-religion-in-asia/9152324**

Stewart, D 2018. *Is Indonesia Becoming Like Pakistan? with Andreas Harsono*, Carnegie Council, 28 February. **https://www.carnegiecouncil.org/studio/multimedia/20180228-is-indonesia-becoming-like-pakistan-andreas-harsono**

Appendices

Appendix I: Industry Seminar Series and Fieldtrips

#	Date	Title	Speaker/s		Readings
Orientation Week					
1	Wednesday 6 January	**Introduction to Indonesia** An overview of Indonesian history, society and culture.	*Speaker(s) TBC*		**Required** Asialink and PricewaterhouseCoopers 2015, Country Starter Pack: Indonesia. Available from: **http://asialink.unimelb.edu.au/__data/assets/pdf_file/0010/1523395/Asialink_CountryStartPack_Indonesia.pdf** [20 April 2018] Vickers, A 2013, *A History of Modern Indonesia*. Cambridge: Cambridge University Press (2nd ed). (Introduction and Chapter 1) **Optional** Oberman, R, Dobbs, R, Budiman, A, Thompson, F, and Rossé, M, 2012, *The Archipelago Economy: Unleashing Indonesia's Potential*. McKinsey Global Institute. Available from: **http://www.mckinsey.com/insights/asia-pacific/the_archipelago_economy** [20 April 2018]
Week One					
2	Monday 11 January	**JPP Seminar 1:** *Indonesian Politics*	*Speaker(s) TBC*		**Required** Anggraini, T. 2018. 'Explainer: will the 2019 elections be fair?'. *Indonesia at Melbourne*, 13 November. **http://indonesiaatmelbourne.unimelb.edu.au/explainer-will-the-2019-elections-be-fair/** Mackie, J 2010, 'Patrimonialism: The New Order and Beyond', in E Aspinall & G Fealy, (eds.), *Soeharto's New Order and its Legacy. Essays in honour of Harold Crouch*, pp: 8196, ANU Press, Canberra. Power, T. 2018. 'Jokowi's authoritarian turn'. New Mandala. **http://www.newmandala.org/jokowis-authoritarian-turn/** Vickers, Adrian. 2013. "Introduction" and "Our colonial soil". In *A History of Modern Indonesia*. 1-33. Cambridge: Cambridge University Press (2nd ed). **Optional** MacDonald, Hamish. 2014. "Introduction, Indonesia Revisited" and "Nusantara" in *Demokrasi: Indonesia in the 21st Century*. Melbourne: Black Inc. Setiyono, B & McLeod, R 2010, 'Civil society organisations' contribution to the anti-corruption movement in Indonesia.' *Bulletin of Indonesian Economic Studies*, vol. 46, no. 3, pp: 347-370.

EXAMPLE

#	Date	Title	Speaker/s		Readings
3	Tuesday 12 January	**JPP Seminar 2:** Foreign Correspondents	*Speaker(s) TBC*		**Required** Cook, E. 2018. 'Beyond scandal: Facebook and Indonesian politics'. The Interpreter-Lowy Institute. **https://www.lowyinstitute.org/the-interpreter/beyond-scandal-facebook-and-Indonesian-politics** Jensen, F. 2018. ' Indonesian aircraft was new, fell out of a clear sky minutes after take-off'. Reuters. **https://www.reuters.com/article/indonesia-crash-flight/indonesian-aircraft-was-new-fell-out-of-a-clear-sky-minutes-after-take-off-idINKCN1N31YO** Murrell, C. (2014). "Case Study: Indonesia". In *Foreign correspondents and international newsgathering: The role of fixers*. (Vol. 9). Abingdon: Routledge. 133-143. Rompies, K. 2018. *Suharto's fall was bloody and frightening, and I was there*. The Sydney Morning Herald. **https://www.smh.com.au/world/asia/suharto-s-fall-was-bloody-and-frightening-and-i-was-there-20180517-p4zfwi.html**
4	Wednesday 13 January	**Movie Screening:** *Movie Title TBC*			
5	Thursday 14 January	**Fieldtrip 1:** TBC	*Speaker(s) TBC*		N/A
6	Friday 15 January	**JPP Seminar 3:** Reporting on Human Rights	*Speaker(s) TBC*		**Required** Firdaus, F. 2017. ''A Tragic, Forgotten Place.' Poverty and Death in Indonesia's Land of Gold'. TIME. **http://time.com/4880190/papua-poverty-shootings-justice-paniai/** Firdaus, F. 2018. 'An Ancient Tribe In Indonesia's Surf Paradise Is Facing Down a Renewable Energy Firm That Wants Their Land'. VICE. **https://www.vice.com/en_asia/article/kznn4a/an-ancient-tribe-in-indonesias-surf-paradise-is-facing-down-a-renewable-energy-firm-that-wants-their-land** Harsono, A. 2018. 'The human cost of Indonesia's Blasphemy Law'. Indonesia at Melbourne. **http://indonesiaatmelbourne.unimelb.edu.au/the-human-cost-of-indonesias-blasphemy-law/** Harsono, A. 2018. 'The US Should Not Be Rehabilitating Indonesia's Abusive Special Forces'. The Diplomat . **https://thediplomat.com/2018/01/the-us-should-not-be-rehabilitating-indonesias-abusive-special-forces/** Stewart, D 2018. *Is Indonesia Becoming Like Pakistan? with Andreas Harsono*, Carnegie Council, 28 February. **https://www.carnegiecouncil.org/studio/multimedia/20180228-is-indonesia-becoming-like-pakistan-andreas-harsono**
Week Two					
7	Monday 18 January	**JPP Seminar 4:** Feminism and Environment	*Speaker(s) TBC*		**Required** Jong, H 2018. 'Facing resource crisis, Indonesia charts a 'green development' course', Mongabay, 19 June. **https://news.mongabay.com/2018/06/facing-resource-crisis-indonesia-charts-a-green-development-course/** Kohn. 2017. "Reporting Religion in Asia." ABC News. Australian Broadcasting Corporation. **https://www.abc.net.au/radionational/programs/spiritofthings/reporting-religion-in-asia/9152324** Suryakusuma, J. 2012. 'Is state ibuism still relevant?'. *Inside Indonesia*, edition 109 (July – September 2012). **https://www.insideindonesia.org/is-state-ibuism-still-relevant-2**

EXAMPLE

#	Date	Title	Speaker/s		Readings
8	Tuesday 19 January	**JPP Seminar 5:** Media coverage of the Election Campaign	*Speaker(s) TBC*		**Required** Lim, M. (2011). '@Crossroads: Democratization & Corporatization of Media in Indonesia ', Participatory Media Lab (Arizona State University) & The Ford Foundation, available at: **http://www.scribd.com/doc/68588915/Crossroads-Democratization-Corporatization-of-Mediain-Indonesia**, *accessed 1 December, 2014.* Tapsell, Ross (2017). 'The political economy of digital media'. In *Digital Indonesia: Connectivity and Divergence*, edited by Edwin Jurriens and Ross Tapsell, pp. 56-72. ISEAS Publishing, Singapore. **Optional** Tapsell, Ross (2014). 'By-Lines, Balibo, Bali Bombings: Australian Journalists in Indonesia', Australian Scholarly Publishing Pty Ltd, North Melbourne, Australia, pp.1-19.
9	Wednesday 20 January	**Movie Screening**	Movie title TBC		N/A
10	Thursday 21 January	**JPP Fieldtrip 2:** TBC	*Speaker(s) TBC*		N/A
11	Friday 22 January	**JPP Seminar 6:** Australia Indonesia Relationship	*Speaker(s) TBC*		**Optional** Bayuni, Endy (2018). 'Indonesia and Australia: Ties that Rarely Bind', in *Strangers Next Door: Indonesia and Australia in the Asian Century*, Hart Publishing, pp 287-305 Lindsey, T (2018). *Retreat from democracy? The rise of Islam and the challenge for Indonesia*, Australian Foreign Affairs, July 2018, available at: **https://www.australianforeignaffairs.com/essay/2018/07/australia-and-indonesia**

EXAMPLE

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the JPP program, all students are required to read the following readings on the two main thematic areas: cross cultural learning and development, and self-reflexive learning. These readings will help students understand the purpose of reflective journal writing and the challenges in cross-cultural vocational learning.

1. Cross-cultural learning and development readings

Required

Abu-Lughod, L 2002 'Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others.' *American Anthropologist*, vol. 104, no. 3, pp: 783-790.

Cohen, A 2009, 'Many Forms of Culture.' *American Psychologist*, vol. 64, no 3, pp: 194–204.

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Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*. Available from: http://www.nafsa.org/about/default.aspx?id=30005 [23 April 2018]

Optional

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2. Self-reflexive learning

Required

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Optional

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Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/ obstacles	How can I overcome these?
Mon 25 Jan	◆ E.g. Met team, had induction, read through office style guide.	◆ Found the office, had a productive discussion with my mentor about my stories for the week.	◆ E.g. New to the team, feeling shy ◆ Don't know much about my lead story's background (eg. Jakarta slums)	◆ Ask questions, be friendly ◆ Sit with different people, ask questions, read as much as possible
Tues 26 Jan	◆ Project-related team meeting	◆ Incorporated meeting notes in my tasks	◆ Jam karet' poses an issue for me	◆ Trying to adapt to my co-workers work patterns and habits
Wed 27 Jan	◆ Sent a project to supervisor for feedback	◆ Supervisor was happy with project status ◆ Feeling more comfortable in my new environment	◆ Communicating in Indonesian	◆ Practice
Thurs 28 Jan	◆ Project-related team meeting	◆ My project was accepted	◆ Traffic made it difficult to get to work	◆ sk colleagues/students for other/better options
Fri 29 Jan	**Weekly summary** Two long paragraphs to half a page reflecting on your week: ◆ In my first week with ORGANISATION NAME, I spent most of my time adjusting to.. ◆ It's been really different working here compared to when I worked at ORGANISATION NAME in Australia. This is a very different environment I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart. ◆ AUTHOR NAME (Year) argues that newspapers are already a thing of the past. I don't get a sense of that in Indonesia, as I noticed this week that.. . Goals for next week: ◆ Next week I hope to look up more readings/ meet with my supervisor and ask her more about how she got into the industry and what she thinks are the biggest news items I should look out for...			
	Sent to JPP Academic Program Officer (APO) Yes: Friday 29 Jan			

Students will be assessed on their:

- Ability to accept feedback;.
- Level of initiative and awareness and acceptance of personal limitations;
- Demonstrated willingness to reassess their own work practice in light of feedback; and
- Reflection on overall work experience and expectations.

Overall students should reflect on:

- The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- How you feel you related to staff at their host organisation, and the organisation's other stakeholders. What techniques or strategies did you find useful in building rapport with others?
- How id you feel about any differences in culture or communication. How successful do you feel you were at "fitting in?" How did the way you presented yourself affect the way that others related to you?
- How did you develop your professional skills? How successful were you at working autonomously, or within a team? How did you exercise initiative in your position? In what way were you required to be flexible in your role? What might you do differently to be more effective if you had the opportunity again?
- Most enjoyable elements of the experience? Least enjoyable elements of the experience?

Appendix III: Thematic Research Essay Outline

Assessment:

As part of the overall assessment load for the JPP program, students are required to complete a 2,000-word research essay on a contemporary topic relating to the Indonesian media and communications sector. The aim of the thematic research essay is to encourage students to think critically about the contemporary media industry in Indonesia, drawing from a range of secondary sources (academic journal articles, research papers, books and online articles) as well as the experience of observing and participating in the Indonesian media and communications sector first-hand through the JPP program.

Students are to choose **one** of the following topics to serve as the basis for their essay:

1. Media ownership
2. Politics and the media
3. The digital economy and new media
4. Media and press freedom
5. Women in Indonesian media

Alternatively, students may suggest their own topic, in consultation with, and the approval of, the JPP Academic Program Officer.

In this essay, a student will select their main topic, design a research question, and then critically examine their chosen topic by drawing on both media and communications theory and the student's experiences on the JPP. An example of the structure of the essay will be provided.

Learning Outcomes:

Following the completion of the thematic research essay, students should be able to:

- Identify a contemporary media or communications issue in Indonesia, and its related sub-issues;
- Analyse the history and background context of this issue in Indonesia;
- Situate the issue in the contemporary Indonesian context, and identify the key stakeholders involved;
- Critically reflect on the relationship between theory and practice;
- Identify and analyse how the activities of their practicum Host Organisation relate to this issue; and
- Offer recommendations or suggestions as to how this issue might be addressed or developed in Indonesia in the future, based on the academic literature and a student's own observations while on the JPP.

Weighting & Grading:

The thematic research essay is worth 20% of a student's overall participation mark on the JPP program, along with Atma Jaya language classes (10%), seminar and fieldtrip attendance (10%), Reflective Journal (10%) and practicum placement (50%). In accordance with ACICIS' final grading of 'Satisfactory' or 'Unsatisfactory', the thematic research essay will be graded on a 'pass/fail' basis with extensive feedback provided by the JPP Academic Program Officer on topic selection, analysis, quality and breadth of case studies and references used, and insightfulness of observations drawn from a student's own experience on the JPP.

Students are advised to consult with the JPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual JPP placements. Please do this by: **Friday, 22 January, 2021.**

Formatting & Referencing:

Students should format their essays in Calibri or Times New Roman font, 11 or 12 point; double spaced and justified. The essay must be completed to an academic standard. Students should include a bibliography with standard Harvard referencing (including page numbers). Footnotes can be included if they are relevant to, and support, the argument. Students are advised to consult their home university learning resource pages for more information on academic referencing.

Deadlines:

- Consult with JPP APO on topic selection and suitability no later than: **Friday, 22 January, 2021.**
- The essay is due: **midnight at 12, Sunday, 21 February, 2021;** by email to the JPP APO.

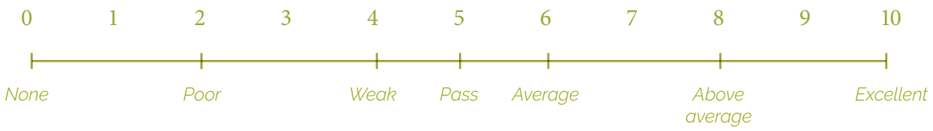
Appendix IV: Marking Rubrics

JPP Seminars & Fieldtrips

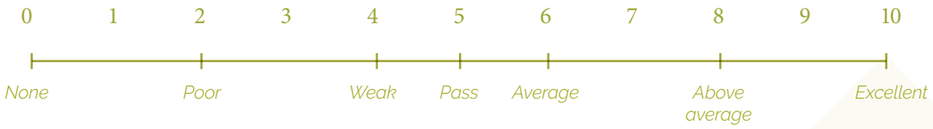
Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/50	(represents 10% of total program assessment)

1. **Attendance:** Student consistently attended seminars and fieldtrips.

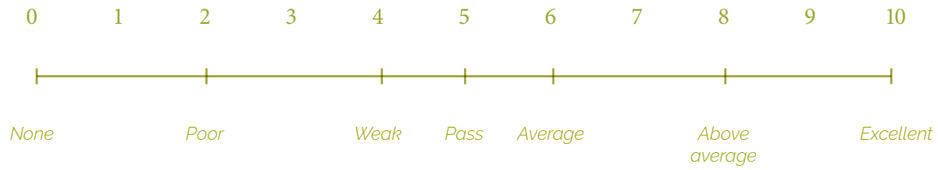
2. **Contribution of Ideas:** Student demonstrates understanding of relevant topics by contributing to discussions with ideas.



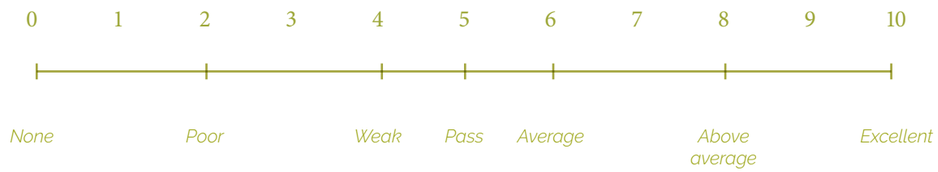
3. **Evidence of Preparation and Critical Thinking**: Student demonstrated familiarity with set seminar readings and evidence of critical engagement with texts.



4. **Level of Communication:** Student can describe clearly the key elements of the issues being discussed and can communicate these clearly to others within a seminar context.



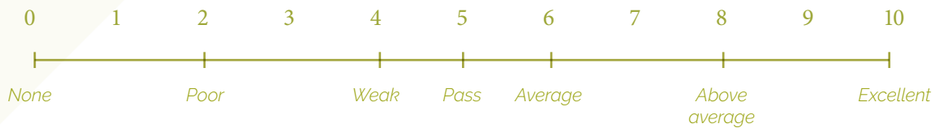
5. **Integration of Experiences and Learning**: Student demonstrated an ability to apply seminar readings to experiences and observations drawn from the program as a whole.



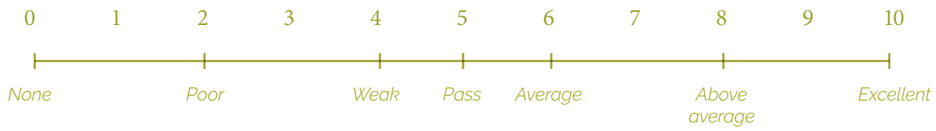
JPP Practicum Placement

Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/50	(represents 50% of total program assessment)

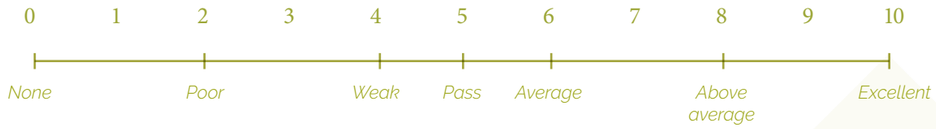
1. **Host Organisation's Expectations met:** Overall satisfaction with student's performance.



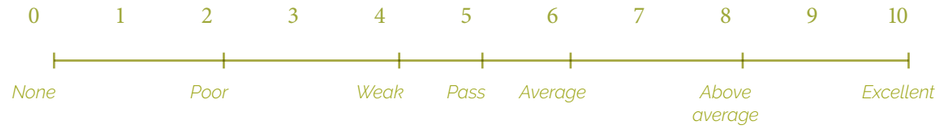
2. **Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation.



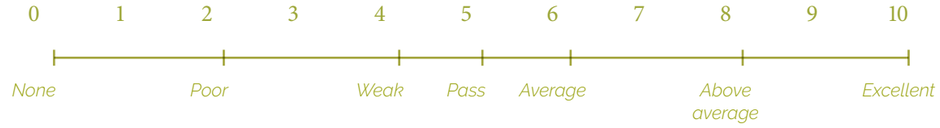
3. **Social and intercultural skills**: Student demonstrated sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team in the workplace.



4. **Application of discipline-specific knowledge:** Student showed ability to draw on previous experiences, skills and academic studies and apply these to their Host Organisation's workplace setting.



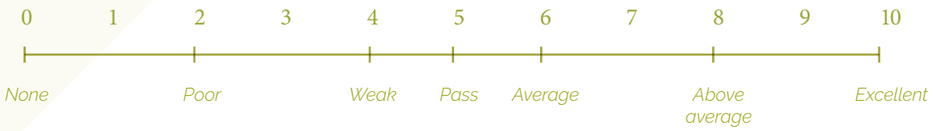
5. **Critical reflection on workplace performance and practice**: Student demonstrated ability to identify and evaluate issues and problems encountered within their practicum Host Organisation; and to reflect, report on, and analyse their own experience in the workplace.



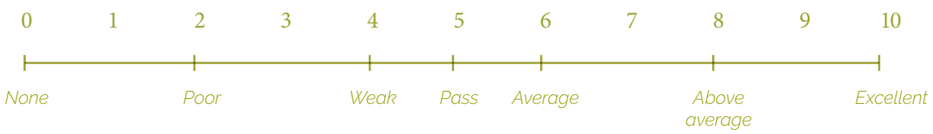
JPP Reflective Journal

Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/40	(represents 10% of total program assessment)

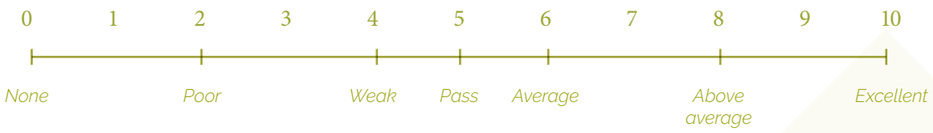
1. **Reflexive practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also shows an awareness and acceptance of personal limitations.



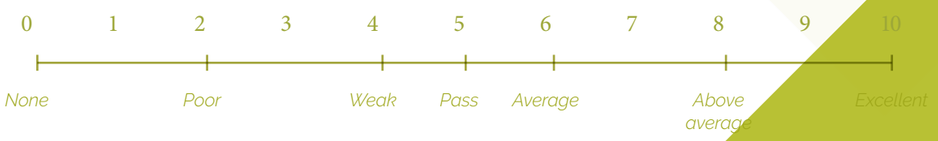
2. **Intercultural understanding:** Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the Host Organisation workplace during course of practicum.



3. **Critical engagement with, and application of, readings to practicum placement**: Student demonstrates familiarity with set course readings, evidence of critical engagement with texts and an ability to apply these readings to their experience on practicum placement.



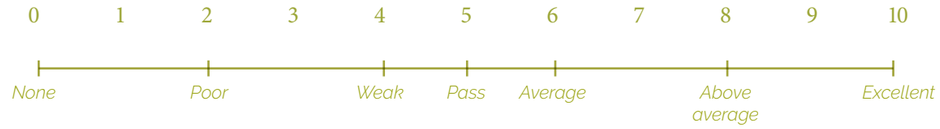
4. **Existing skills**: Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during the course of their placement..



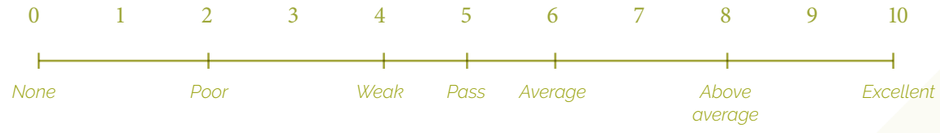
JPP Thematic Research Essay

Student Name		
Date		
Host Organisation		
Academic Program Officer		
Final Mark for component	/40	(represents 20% of total program assessment)

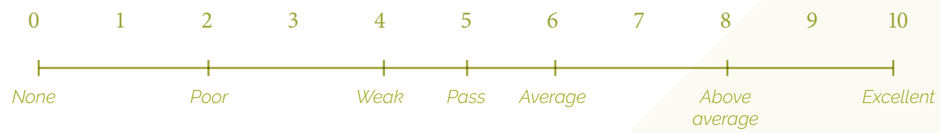
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue or field of practice being examined, and can situate it within a contemporary Indonesian media context in Indonesia.



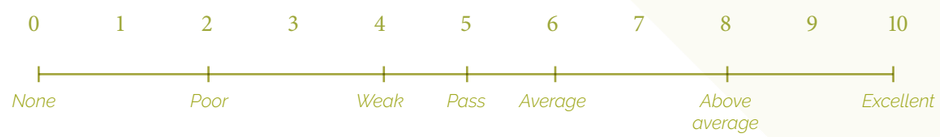
2. **Research:** Quality academic sources used, supporting evidence to back up claims provided, and correct and consistent referencing of all source materials.



3. **Writing**: Well written, clear, concise, with spelling and grammar checked, usage of appropriate headings and structure, and adherence to correct word limit.



4. **Presentation of research:** Depth and quality of exploration of theory and practice. Overall engaging, appropriate, and relevant to the topic chosen.



ACICIS Journalism Professional Practicum

Professional Placement Host Organisations

AFP · Australian Embassy Jakarta · bareca (bakery • restaurant • cafe, www.barecamedia.com) · Concord Consulting · Forbes Indonesia

Hill & Associates · inclover (life at ease) · Indonesia expat · JakartaGlobe (Your City. Your World.) · RRI

The Conversation · The Jakarta Post · United Nations Information Centre Jakarta

ACICIS Journalism Professional Practicum

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Acknowledgements

ACICIS gratefully acknowledges the financial and in-kind support it has received from the Australian Government's New Colombo Plan Mobility Program, which has funded student participation in the ACICIS Journalism Professional Practicum during the period 2016-2021 through the provision of student mobility grants. The New Colombo Plan is a signature initiative of the Australian Government which aims to lift knowledge of the Indo-Pacific in Australia by supporting Australian undergraduates to study and undertake professional experiences in the region. For more information on the New Colombo Plan, please visit: **https://www.dfat.gov.au/new-colombo-plan/**

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