

The Australian Consortium for 'In-Country' Indonesian Studies

Development Studies Professional Practicum - 2025

Course Outline



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Contents

Program Details

ACICIS Development Studies Professional Practicum

2 January – 9 February, 2024

Delivered from Yogyakarta, Indonesia

All times mentioned in this document are Western Indonesian Time (UTC+07:00)

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, tutorials and fieldtrips

70 hours of independent study and structured assignments

160 hours practicum placement

<https://www.acicis.edu.au/programs/practicum/development-studies-professional-practicum-dspp/>

Contact Details

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Description

The ACICIS Development Studies are a six-week program that combines a 70 hour classroom-based academic program with a 160 hour supervised professional placement at an Indonesian or international host organisation operating within Indonesia's development sector and tourism and hospitality sector. The DSPP provides an opportunity for students or early career professionals to gain valuable experience working in the field of international development.

Host organisations cover a wide range of development sector interests and include monitoring bodies, research institutes, funding bodies, managing contractors, and advocacy groups with the key sectoral interest in environment, governance, transparency, poverty reduction, and gender equity. All placements provide an English-language working environment.

The long-term goal of the program is to enhance bilateral understanding through the creation of new partnerships between Australian students and Indonesian counterparts and to serve as a medium for the exchange of ideas and experiences in the field of development studies.

Aims

The aims of the DSPP are to:

1. Provide students with a practical learning experience with a Host Organisation in an Indonesian development workplace environment;
2. To develop students' knowledge of Indonesian working practices, and the application of these practices within Indonesia's working sector; and
3. 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 working and related fields.

Supervision

An Academic Program Officer (APO) is assigned for the duration of the DSPP to oversee all aspects of the program, including the supervision of its academic content. The APO also acts as the primary source of guidance and advice for students. The APO is available for student consultations on a regular schedule (see page 2) or by appointment.

Participating 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. Participants must endeavour to regularly meet with their work placement mentor (as a guide, approximately three times a week) throughout the placement. Over the course of the program, the APO should be invited to attend at least two meetings between the student and their host organisation mentor.

All ACICIS programs operate under the direction of the ACICIS Resident Director, Dr Adrian Budiman, assisted by administrative staff in both Australia and Indonesia. ACICIS' administrative staff will check in with participants throughout the program and are available during business hours to assist with any concerns.

Structure and Schedule of Learning Activities

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

- ◆ 40 hours of intensive Indonesian language classes at Sanata Dharma University, designed to give participants basic Indonesian language capacity;
- And**
- ◆ 30 hours of seminars, tutorials and fieldtrips led by experts and practitioners from Indonesian and international development organisations operating within Indonesia and practitioners of sustainable tourism practices in Indonesia;
- ◆ A 160 hour supervised practicum placement designed to give participants an English-speaking professional experience within an Indonesian or international development 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 Academic Program Officer and ACICIS Resident Director manage selection and practicum placement allocation. Host Organisations are encouraged to provide details for preferred or required candidate skillsets in 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 videocall or phone prior to accepting a practicum candidate.

Teaching and Learning Strategies

Students undertake an unpaid practicum placement (160 hours) in a work environment under the professional supervision of a Host Organisation mentor as well as the academic supervision of the ACICIS Academic Program Officer. This experience is augmented by a 70 hour classroom-based course of study conducted at Sanata Dharma University-prior to students' practicum placements. This course of study consists of compulsory Indonesian language classes as well a series of industry seminars, tutorials and fieldtrips designed to equip students with an understanding of the development sector in Indonesia.

Evaluation

Throughout the program, the 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 Academic 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 iterations of the program.

Attendance

Students must attend a minimum of 80% of all language classes, seminars, tutorials and fieldtrips, as well as the practicum placement to satisfactorily complete the program. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted

Assessment

Upon completion of the program, the Academic Program Officer provides a student's home university with a twopage '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 the 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 Sanata Dharma University and the ACICIS Academic Program Officer.

To complete the 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, tutorials 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 DSPP 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	Weighting	Notes
1	Indonesian Language Classes	10%	Undertaken at Sanata Dharma University. Assessments administered by university academic staff through regular weekly assignments and written tests.
2	Seminars, Tutorials and Fieldtrips	10%	Attendance at, and participation in, all seminars, tutorials and fieldtrips organised by ACICIS is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Practicum Placement	*50%	Practicum Host Organisation mentor to submit an evaluation to the Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Host Organisation mentor and student.
4	Reflective Journal	*10%	Weekly submissions to be submitted electronically to DSPP Academic Program Officer by 11:59pm on Friday (week three), Friday (week four), Friday (week five), Friday (week six) . Evidence of familiarity with set readings will be assessed through student's reflective journal submissions.
5	Thematic Research Essay	20%	Student to submit a 2,000 word essay by 11:59pm on Sunday (after the closing ceremony) on a contemporary development issue in Indonesia and sustainable tourism practices in Indonesia. This essay will be assessed by the Academic Program Officer.

Assessment Component Details

The DSPP are designed to meet the equivalency requirements of 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 40 hours of intensive classes in Indonesian language and culture at Sanata Dharma University in Yogyakarta 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 Sanata Dharma's language teaching centre based on their placement test results. Language classes are four hours in duration each day from Monday to Saturday 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 DSPP, participants must achieve a mark**

of at least 60% for this component of the program.

2. Seminars, Tutorials and Fieldtrips (30 hours)

The Seminar, Tutorial and Fieldtrip component of the DSPP consists of six seminars, 8 tutorials and two fieldtrips. Students must attend and participate actively in a **minimum of 80%** of all scheduled seminars, tutorials 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.

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 Academic 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 DSPP. 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 Academic Program Officer and workplace mentor. The reflective journal should also demonstrate evidence of a student's 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 at the end of each week of the placement to the Academic Program Officer. 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 what your university studies in this field previously?
 - ◇ Describe your organisation's location in the broader context of Indonesia's development sector or the Indonesian tourism sector.
- ◆ 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 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). Students can then – on Fridays – allocate around 20 minutes to jot down their longer weekly reflections.

Weekly logs are to be submitted to the Academic Program Officer electronically **by 11:59pm each Friday during weeks 3, 4, 5 and 6.**

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

5. Thematic Research Essay: 2,000 words

DSPP students are required to complete a 2,000-word research essay on a contemporary theme in Indonesian development. The aim of the thematic research essay is to encourage students to think critically about a contemporary development issue in Indonesia. 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 the experience of observing and participating in development and Indonesia's tourism industry initiatives first-hand through the DSPP program. An outline of this assignment can be found in Appendix III. A marking rubric for this assessment component of the DSPP is provided in Appendix IV. This essay must be submitted no later than 11:59pm on **Sunday (after the closing ceremony).**

Award of Grade for the Course

Both the student and the student's home university will receive a copy of the Academic Program Officer's student outcome evaluation report as well as an official academic transcript from Sanata Dharma University. These assessment documents will be sent electronically 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 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

- Akbar, A, Flacke, J, Martinez, J, van Maerseveen, M.F.A.M 2020, 'Participatory planning practice in rural Indonesia: A sustainable development goals-based evaluation', *Community Development*, vol. 51, no. 3, pp. 243-260.
- Alzamil, W. S, 2018, 'Evaluating urban status of informal settlements in Indonesia: A comparative analysis of three case studies in North Jakarta', *Journal of Sustainable Development*, vol. 11, no.4, pp. 148-173.
- Antlöv, H, Ibrahim, R, Van Tuijl, P 2005, 'NGO governance and accountability in Indonesia: Challenges in a newly democratizing country', Retrieved 8 December 2022 from https://www.icnl.org/wp-content/uploads/Indonesia_Peter_NGO-accountability-in-Indonesia-July-05-version.pdf
- Aspinall, E 2013, 'A nation in fragments: Patronage and neoliberalism in contemporary Indonesia', *Critical Asian Studies*, vol. 45, no.1, pp. 27-54.
- Asplund, KD 2009, 'Resistance to human rights in Indonesia: Asian values and beyond', *Asia Pacific Journal on Human Rights & Law*, vol.10, no.1, pp. 27-44.
- Berenschot, W, van Klinken, G 2018, 'Informality and citizenship: the everyday state in Indonesia', *Citizenship Studies*, vol. 22, no. 2, pp. 95-111.

- Darsana, I.M, Sudjana, I.M 2022, 'A literature study of Indonesian tourism human resources development in the era of Society 5.0'. *Al-Ishlah: Jurnal Pendidikan*, vol. 14, no. 3, pp. 2691-2700.
- Dolezal, C, Novelli, M 2022, 'Power in community-based tourism: Empowerment and partnership in Bali', *Journal of Sustainable Tourism*, vol. 30, no. 10, pp. 2352-2370.
- Dewi, M.K, Manochin, M, Belal, A 2021, 'Towards a conceptual framework of beneficiary accountability by NGOs: An Indonesian case study', *Critical Perspectives on Accounting*, vol. 80, 102130. DOI: <https://doi.org/10.1016/j.cpa.2019.102130>
- Fagertun, A 2017, 'labour in paradise: Gender, class and social mobility in the informal tourism economy of urban Bali, Indonesia', *The Journal of Development Studies*, vol. 53, no. 3, pp. 331-345.
- Ford, M, Sirait, G.M 2016, 'The state, democratic transition and employment relations in Indonesia', *Journal of Industrial Relations*, vol. 58, no. 2, pp. 229-242.
- Hadiprayitno, I.I 2010, 'Food security and human rights in Indonesia', *Development in Practice*, vol. 20, no.1, pp. 122-130.
- Indrawati, s, Kuncoro, A 2021, 'Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019-2024', *Bulletin of Indonesian Economic Studies*, vol. 57, no. 1, pp. 29-59.
- Jakimow, T 2007, 'Beyond 'state ibuism': Empowerment effects in state-led development in Indonesia', *Development and Change*, vol. 49, no. 5, pp. 1143-1165.
- Kusno, A., 2020. Middling urbanism: the megacity and the kampung. *Urban Geography*, 41(7), pp.954-970.
- Law, A, De Lacy, T, Lipman, G & Jiang, M 2016, 'Transitioning to a green economy: the case of tourism in Bali, Indonesia', *Journal of Cleaner Production*, vol. 111, pp. 295-305
- Lemy, D.M 2020, 'Tourism development in Indonesia: Establishment of sustainable strategies', in Pierce, P.L, Oktadiana, H (eds), 'Delivering tourism intelligence: From analysis to action', Bingley: Emerald Publishing Limited, pp. 91-108.
- Lindquist, J., 2010. Labour Recruitment, Circuits of Capital and Gendered Mobility: Reconceptualizing the Indonesian Migration Industry. *Pacific Affairs*, pp.115-132.
- Manning, C, Pratomo, D 2018, 'Labour market developments in the Jokowi years', *Journal of Southeast Asian Economies*, vol. 35, no.2, pp. 165-184.
- Martawardaya, B, Rakatama, A, Junifta, D.Y, Maharani, D.A 2022, 'Green economy post COVID-19: Insights from Indonesia', *Development in Practice*, vol. 32, no. 1, pp. 98-106.
- McGregor, K, Setiawan, K 2019, 'Shifting from International to "Indonesian" justice measures: Two decades of addressing past human rights violations', *Journal of Contemporary Asia*, vol. 49, no. 5, pp. 837-861.
- Miranti, R, Sulistyaningrum, E, Mulyaningsih, T 2022, 'Women's role in the Indonesian economy during the COVID-19 pandemic: Understanding the challenges and opportunities', *Bulletin of Indonesian Economic Studies*, vol. 58, no. 2, pp. 109-139.
- Nugroho, I, Negara, P.D, Yuniar, H.R, 'The planning and the development of the ecotourism and tourism village in Indonesia: A policy review', *Journal of Socioeconomics and Development*, vol. 1, no.1, 43-51.
- Nurhasanah, D. and Akbar, Y.G.S., 2022. Stakeholder mapping in the Climate Village Program in DKI Jakarta. *JPPUMA: Jurnal Ilmu Pemerintahan dan Sosial Politik UMA (Journal of Governance and Political Social UMA)*, 10(2), pp.149-158.

Appendices

- Prasetyo, W.H., Budimansyah, D. and Roslidah, N., 2016. Urban Farming as a Civic Virtue Development in the Environmental Field. *International Journal of Environmental and Science Education*, 11(10), pp.3139-3146.
- Prasetyanti, R 2015, 'Slum kampung tourism "Jakarta hidden tour": Designing eco-cultural based pro-poor tourism', *European Journal of Interdisciplinary Studies*, vol. 1, no.3, pp. 111-121.
- Rhama, B 2020, 'The human resource policy of tourism in Indonesia', *Opción*, vol. 36, no. 26, pp. 3142-3162.
- Ristiawan, R, Tiberghien, G 2021, 'Critical assessment of community-based tourism practices in Nglanggeran Ecotourism Village, Indonesia', *Indonesian Tourism and Development Studies*, DOI: 10.21776/ubjitode.2021.009.01.04
- Rosser, A 2013, 'Towards a political economy of human rights violations in Post-New Order Indonesia', *Journal of Contemporary Asia*, vol. 43, no.2, pp. 243-256.
- Rush, J.R., 2018. *Southeast Asia: A very short introduction*. Oxford University Press.
- Sandang, Y, Cole, S 2022, 'Using a human rights approach to improve hotels' water use and sustainability', *Journal of Sustainable Tourism*, DOI: 10.1080/09669582.2022.2108041
- Schech, S & Mustafa, M 2010, The politics of gender mainstreaming poverty reduction: An Indonesia Case Study. *Social Politics* vol. 12, no.1 , pp. 111-135.
- Sheriffdeen, M, Nurrochmat, D.R, Perdinan, Abubakar, H.K.A 2022, 'Effectiveness of emerging mechanisms for financing national climate actions; Example of the Indonesian Climate Change Trust Fund', *Climate and Development*, DOI: 10.1080/17565529.2022.2057905
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- Syukri, M 2022, 'Indonesia's new developmental state: Interrogating participatory village governance', *Journal of Contemporary Asia*, DOI: 10.1080/00472336.2022.2089904
- Vickers, A 2013, *A History of Modern Indonesia*. Cambridge: Cambridge University Press (2nd ed). (Introduction and Chapter 1)
- Waagstein, P.R 2015, *Business and human rights in Indonesia: From principles to practice*. Jakarta: Human Rights Resource Centre.
- Yasir, Y, Firzal, Y, Sulistyani, Yesicha, C 2021, 'Penta helix communication model through Community based Tourism (CBT) for tourism village development in Koto Sentajo, Riau, Indonesia', *GeoJournal of Tourism and Grosites*, vol. 37, no. 3, pp. 851-860.
- Yoseph-Paulus, R, Hindmarsch, R 2018, 'Addressing inadequacies of sectoral coordination and local capacity building in Indonesia for effective climate change adaptation', *Climate and Development*, vol. 10, no.1, pp. 35-48.
- Zhu, J, Simarmata, H.A 2015, 'Formal land rights versus informal land rights: Governance for sustainable urbanization in the Jakarta metropolitan region, Indonesia', *Land Use Policy*, vol. 43, pp. 63-73.

Appendix I: Seminars, Tutorials and Fieldtrips

#	Date	Title	Speaker/s	Readings
Week One				
1	Monday 1:00pm-3:00pm (Seminar) 3:05pm-4:05pm (Tutorial)	DSPP Seminar 1: (Plenary Session all PPs) Introduction to Indonesia An overview of Indonesian history, society, and culture	TBC	Required: <i>Through reputable, recent sources, familiarise yourself with Indonesia's history, political system (including key players and recent developments), society and culture. Possible sources include, but are not limited to:</i> Central Intelligence Agency 2020. <i>East Asia/Southeast Asia: Indonesia</i> , Central Intelligence Agency, viewed 22 November 2021, < https://www.cia.gov/the-world-factbook/countries/indonesia/ >. Indonesia Investments 2020. <i>Politics of Indonesia</i> , Indonesia Investments, viewed 22 November 2021, < https://www.indonesia-investments.com/culture/politics/item65 >. Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. <i>Indonesia</i> , Encyclopædia Britannica, viewed 22 November 2021, < https://www.britannica.com/place/Indonesia >. Rush, JR 2018, <i>Southeast Asia: A Very Short Introduction</i> , Oxford University Press, Oxford. Tutorial Questions: ◆ How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?
2	Tuesday 1:00pm-3:30pm (Seminar) 3:45pm-4:45pm (Tutorial)	DSPP Seminar 2: Gender in Indonesia		Required: Schech, S & Mustafa, M 2010, 'The politics of gender mainstreaming poverty reduction: An Indonesia Case Study', <i>Social Politics</i> , vol. 12, no.1 , pp. 111-135. Optional: Jakimow, T 2007, 'Beyond 'state ibuism': Empowerment effects in state-led development in Indonesia', <i>Development and Change</i> , vol. 49, no. 5, pp. 1143-1165. Miranti, R, Sulistyaningrum, E, Mulyaningsih, T 2022, 'Women's role in the Indonesian economy during the COVID-19 pandemic: Understanding the challenges and opportunities', <i>Bulletin of Indonesian Economic Studies</i> , vol. 58, no. 2, pp. 109-139. Tutorial Questions: ◆ What are some roots of gender inequality in Indonesian development practices based on the reading materials and the speakers' point of view? ◆ What policy support is available to marginalised gender groups in strengthening their political leverage?

#	Date	Title	Speaker/s	Readings
3	Wednesday 1:30pm-4:00pm	DSPP Field Trip 1: Visit to Kampung Susun Aquarium, North Jakarta "Building Sustainable Kampung in the Age of Climate Change"	TBC	<p>Kampung Aquarium is an urban residential area located in Penjaringan Sub District, North Jakarta. The site is close to the Maritime Museum and Hexagon Fish Market. The Kampung was an oceanographic research laboratory established during the Dutch Era. After the Independence Era, the site developed as residential areas with permanent buildings. Currently, local communities are dealing with radical livelihood transition affecting their socio-economic access to employment, cultural identity, and legal protection. This is in response to the provincial government policy to revitalise the Kampung as a cultural heritage area. The field trip will explore local communities' efforts when engaging with the government policy implementation and identify some collective actions associated with urban development struggles.</p> <p>Required: Zhu, J, Simarmata, H.A 2015, 'Formal land rights versus informal land rights: Governance for sustainable urbanization in the Jakarta metropolitan region, Indonesia', Land Use Policy, vol. 43, pp. 63-73.</p> <p>Optional: Alzamil, W. S, 2018, 'Evaluating urban status of informal settlements in Indonesia: A comparative analysis of three case studies in North Jakarta', Journal of Sustainable Development, vol. 11, no.4, pp. 148-173. Prasetyanti, R 2015, 'Slum kampong tourism "Jakarta hidden tour": Designing eco-cultural based pro-poor tourism', European Journal of Interdisciplinary Studies, vol. 1, no.3, pp. 111-121.</p>
4	Thursday 1:30pm-3:30pm 3:45pm-4:45pm (Tutorial)	DSPP Semester 3: Climate Change and Sustainable Tourism in Indonesia	TBC	<p>Required: Martawardaya, B, Rakatama, A, Junifta, D.Y, Maharani, D.A 2022, 'Green economy post COVID-19: Insights from Indonesia', Development in Practice, vol. 32, no. 1, pp. 98-106.</p> <p>Optional: Yoseph-Paulus, R, Hindmarsch, R 2018, 'Addressing inadequacies of sectoral coordination and local capacity building in Indonesia for effective climate change adaptation', Climate and Development, vol. 10, no.1, pp. 35-48. Sherifdeen, M, Nurrochmat, D.R, Perdinan, Abubakar, H.K.A 2022, 'Effectiveness of emerging mechanisms for financing national climate actions: Example of the Indonesian Climate Change Trust Fund', Climate and Development, DOI: 10.1080/17565529.2022.2057905</p> <p>Tutorial Questions:</p> <ul style="list-style-type: none"> ◆ What policy constraints are facing the Indonesian government in implementing low carbon development strategies? (Please refer explicitly to speakers' points or the reading materials) ◆ How does the Indonesian government mobilise international support to strengthen the national implementation of the climate change agenda?

#	Date	Title	Speaker/s	Readings
Week Two				
5	Monday 1:00pm-3:30pm (Seminar) 3:45pm-4:45pm (Tutorial)	DSPP Seminar 4: Human Rights for Development	TBC	<p>Required:</p> <p>Rosser, A 2013, 'Towards a political economy of human rights violations in Post-New Order Indonesia', Journal of Contemporary Asia, vol. 43, no.2, pp. 243-256.</p> <p>Optional:</p> <p>McGregor, K, Setiawan, K 2019, 'Shifting from International to "Indonesian" justice measures: Two decades of addressing past human rights violations, Journal of Contemporary Asia, vol. 49, no. 5, pp. 837-861.</p> <p>Asplund, KD 2009, 'Resistance to human rights in Indonesia: Asian values and beyond', Asia Pacific Journal on Human Rights & Law, vol.10, no.1, pp. 27-44.</p> <p>DSPP Tutorial Questions:</p> <ul style="list-style-type: none"> ◆ What are the limits of international human rights norms internalisation in Indonesian development practices? ◆ How do human rights organisations working in Indonesia deal with such limits?
6	Tuesday 08:00am – 10:00am (Seminar) 10:45am – 11:45am (Tutorial)	DSPP Seminar 5: Community Development in Indonesia	TBC	<p>Required:</p> <p>Kenny, S, Hasan, A, Fanany, I 2017, 'Community development in Indonesia', Community Development Journal, doi:10.1093/cdj/bsw059 Lindquist, J 2010, 'Labour recruitment, circuits of capital and gendered mobility: reconceptualising Indonesian Migration Industry', Pacific Affairs, vol.83, no. 1, pp. 115-132.</p> <p>Lindquist, J 2010, 'Labour recruitment, circuits of capital and gendered mobility: reconceptualising Indonesian Migration Industry', Pacific Affairs, vol.83, no. 1, pp. 115-132.</p> <p>Optional:</p> <p>Akbar, A, Flacke, J, Martinez, J, van Maerseveen, M.F.A.M 2020, 'Participatory planning practice in rural Indonesia: A sustainable development goals-based evaluation, Community Development, vol. 51, no. 3, pp. 243-260.</p> <p>Syukri, M 2022, 'Indonesia's new developmental state: Interrogating participatory village governance', Journal of Contemporary Asia, DOI: 10.1080/00472336.2022.2089904</p> <p>Tutorial Questions:</p> <ul style="list-style-type: none"> ◆ What are the challenges facing development stakeholders in Indonesia to implement community development? (Please specify whose point of view is taken into consideration) ◆ How can the government policies better facilitate community development practices?
7	Wednesday	Extra Curricular Activity		

#	Date	Title	Speaker/s	Readings
8	Thursday 1:30pm-4:00pm	DSPP Field Trip 2: Visit to Kampung Samtama "Building Sustainable Kampung in the Age of Climate Change"	TBC	<p>Kampung Samtama is a climate resilient village model built upon community initiative to manage the environmental impacts of urban development practices. Community members develop collective programs to manage household waste through waste separation, to develop hydroponics stations, and to apply bioconversion methods for organic wastes. Programs are supported by the city and the national government as well as the industry through the corporate social responsibility programs. With the increasing urgency of climate change mitigation and adaptation, the local community members are challenged to continuously reflect upon their roles as citizens and their participation in collective programs.</p> <p>Required: Prasetyo, W.H., Budimansyah, D., and Roslidah, N. 2016 'Urban farming as a civic virtue development in the environmental field'. International Journal of Environmental & Science Education, vol. 11, no. 10, pp. 3139-2146</p> <p>Optional: Kusno,A 2017 'Middling urbanism: the megacity and the kampung, Urban geography, vol.41, no.7, DOI: https://doi.org/10.1080/02723638.2019.1688535 Nurhasanah, D., and Akbar, Y.G.S 2022 'Stakeholder mapping in the Climate Village Program in DKI Jakarta' Journal of Governance and Political Social UMA, vol. 10, no. 2, pp. 149-158"</p>
9	Friday 08:00am – 10:30am (Seminar) 10:45am – 11:45am (Tutorial)	DSPP Seminar 6: Employment and Human Resources in the Development Sector	TBC	<p>Required: Manning, C, Pratomo, D 2018, 'Labour market developments in the Jokowi years', Journal of Southeast Asian Economies, vol. 35, no.2, pp. 165-184.</p> <p>Optional: Ford, M, Sirait, G.M 2016, 'The state, democratic transition and employment relations in Indonesia', Journal of Industrial Relations, vol. 58, no. 2, pp. 229-242. Indrawati, s, Kuncoro, A 2021, 'Improving competitiveness through vocational and higher education: Indonesia's vision for human capital development in 2019-2024', Bulletin of Indonesian Economic Studies, vol. 57, no. 1, pp. 29-59.</p> <p>Tutorial Questions:</p> <ul style="list-style-type: none"> ◆ How have current economic changes affected formal and informal employment in various Indonesian development sectors? Please refer to the situation in particular development sector of your interest. ◆ What are some major challenges facing the Indonesian government in strengthening human resources capacity for development?

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the DSPP 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.

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]

Optional

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.

2. Self-reflexive learning readings

Required

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.

Optional

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.

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/obstacles	How can I overcome these?
Mon	◆ E.g. Met team, had induction, read through previous evaluation reports	◆ Understood my first team meeting on designing indicators for field monitoring visits	◆ E.g. New to the team, feeling shy ◆ Don't know much about Monitoring and Evaluation	◆ Ask questions, be friendly ◆ Socialise with different people, ask questions, read as much as possible
Tues	◆ 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	◆ Sent a project to supervisor for feedback	◆ Supervisee was happy with project status ◆ Feeling more comfortable in my new environment	◆ Communicating in Indonesian	◆ Practice
Thurs	◆ Project-related team meeting	◆ My project was accepted	◆ Frequent interruptions at my home office	◆ Ask colleagues/students for other/better options
Fri	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 with ORGANISATION NAME in Australia. This is a very different NGO and I'm looking forward to seeing how it operates in Indonesia in a very different environment. ◆ AUTHOR NAME (YEAR) argue that the 'Most Significant Change' methodology is useful when conducting qualitative fieldwork. I got a sense of that this week when.. Goals for next week: ◆ Next week I hope to look up more readings/meet with my supervisor and ask her more about different approaches to conducting fieldwork...			
Sent to APO? Yes: Friday				

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 their 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 your host organisation, and the organisation's other stakeholders. What techniques or strategies did you find useful in building rapport with others?
- ◆ How did 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? What advice might you give another student about undertaking the DSPP?
- ◆ Most enjoyable elements of the experience? Least enjoyable elements of the experience?

Appendix III: Thematic Research Essay Outline

Assessment

DSPP students are required to complete a 2,000-word research essay on a contemporary theme in Indonesian development. The aim of the thematic research essay is to encourage students to think critically about a contemporary development issue in Indonesia. The aim of this thematic research essay is to encourage students to think critically about sustainable tourism in Indonesia. 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 the experience of observing and participating in development and Indonesia's tourism industry initiatives first-hand through the DSPP program.

DSPP students are to choose **one** of the following themes (examples of sub-themes are included as well) to serve as the basis for their essay:

1. **Environment** (e.g. deforestation, climate change policy, oceans and reefs, mining/resource management, waste management);
2. **Health & Sanitation** (e.g. malnutrition, maternal and infant mortality, water availability and accessibility);
3. **Infrastructure** (e.g. roads, bridges, water systems, schools, hospitals and health clinics);
4. **Education** (e.g. curriculum development, access to free education, higher education and research);
5. **Governance and Corruption** (e.g. local governance, elections, civic participation, corruption eradication efforts);
6. **Gender issues** (e.g. women's political participation in politics and government, gender-sensitive policy, gender-based violence, LGBTQI issues, underage marriage, female circumcision);
7. **Human rights** (e.g. refugee and asylum seeker rights; ethnic and religious minority rights; labour rights and freedom of association; freedom of expression); or
8. **Economic justice and access to livelihoods** (e.g. micro-finance/community coops and small industries; participatory banking and loans systems or communal creative projects).

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

In this essay, a student will select their main theme, design a research question, and then through the main theme and a range of sub-themes, critically analyse the issue based on theory and a student's experience on the DSPP. 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 development 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 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;
- ◆ 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 on the DSPP.

Weighting & Grading

The thematic research essay is worth 20% of a student's overall participation mark on the DSPP program, along with language classes (10%), seminar, tutorials 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 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 DSPP.

Students are advised to consult with the Academic Program Officer regarding topic selection and suitability to individual DSPP placements. Please do this by: **Friday (week two)**.

Formatting and 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

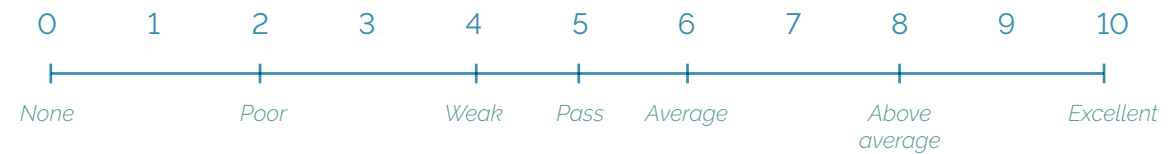
- ◆ Consult with APO on topic selection and suitability no later than: **Friday, (week two)**
- ◆ The thematic research essay is due: **11:59pm, Sunday (after the closing ceremony)**

Appendix IV: Marking Rubrics

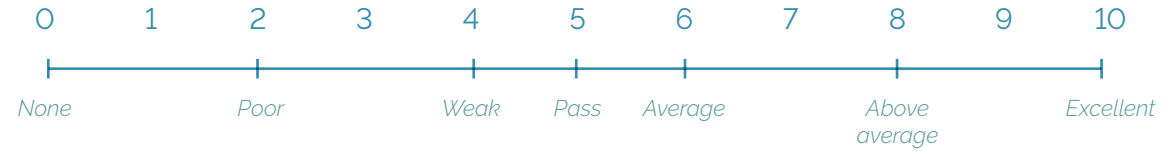
DSPP Seminars, Tutorials & Fieldtrips

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

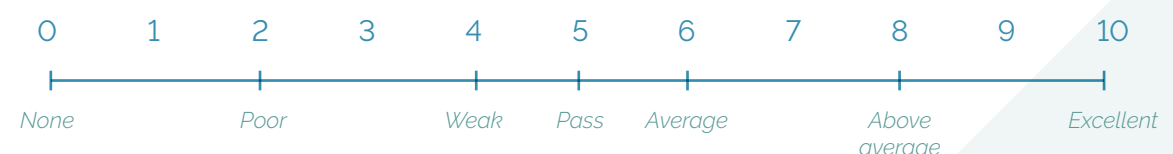
1. **Attendance:** Student consistently attended seminars, tutorials and fieldtrips



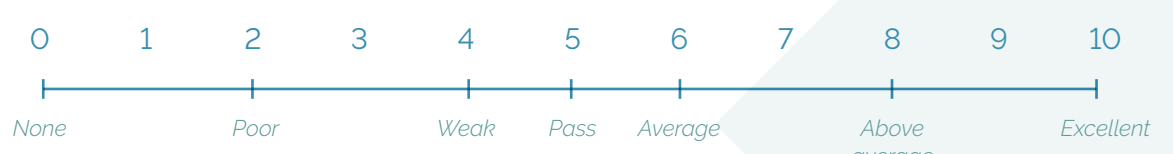
2. **Contribution of Ideas:** Student demonstrates understanding of relevant topics by contributing to discussions with ideas



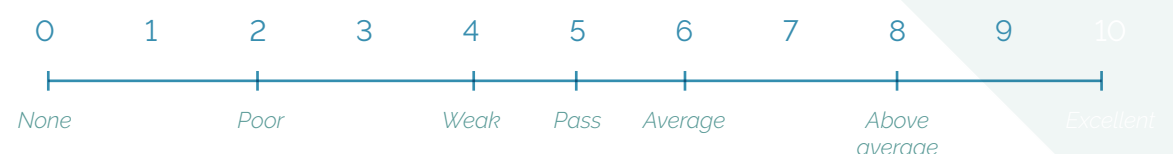
3. **Evidence of Preparation and Critical Thinking:** Student demonstrates familiarity with set seminar readings and evidence of critical engagement with texts.



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 demonstrates an ability to apply seminar readings to experiences and observations drawn from the program as a whole.



DSPP 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.



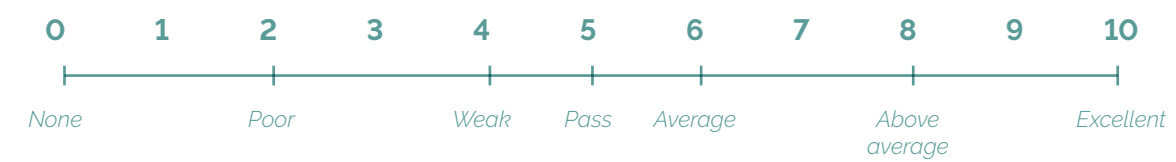
2. **Work initiative:** Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation.



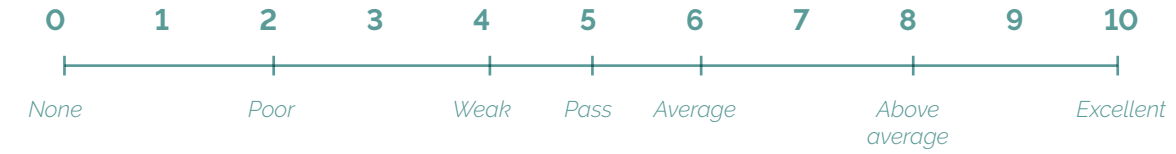
3. **Social and intercultural skills:** Student demonstrated sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team in the workplace.



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.



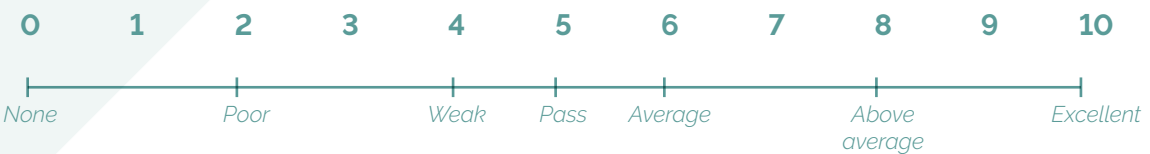
5. **Critical reflection on workplace performance and practice:** Student demonstrated ability to identify and evaluate issues and problems encountered within their practicum Host Organisation; and to reflect, reflect on, and analyse their own experience in the workplace.



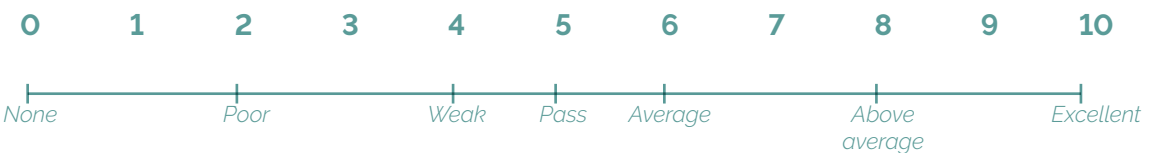
DSPP Reflective Journal

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

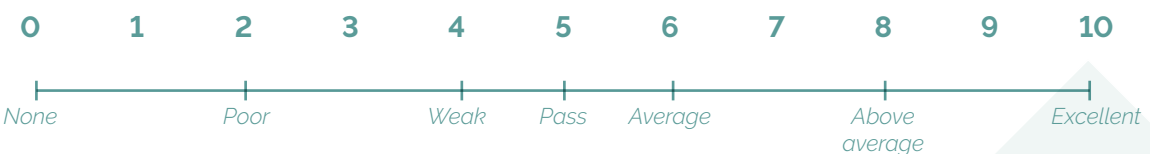
1. **Reflexive practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also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



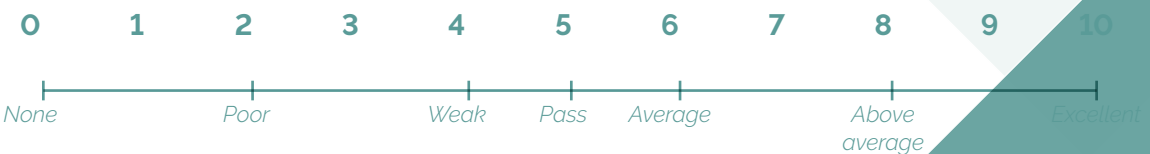
2. **Intercultural understanding:** Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the Host Organisation workplace during course of practicum.



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 experience on practicum placement.



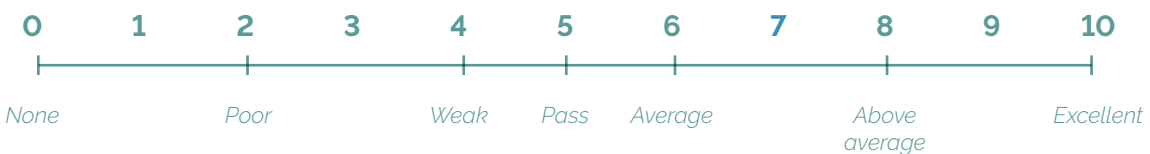
4. **Existing skills:** Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during course of practicum.



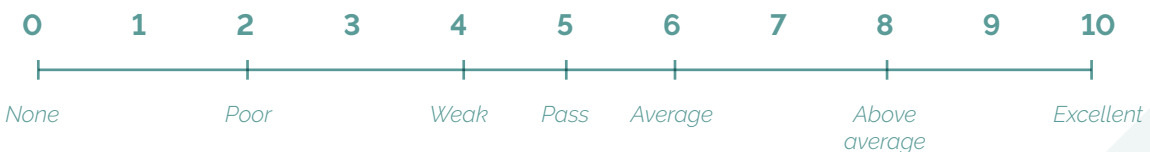
DSPP Thematic Research Essay

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

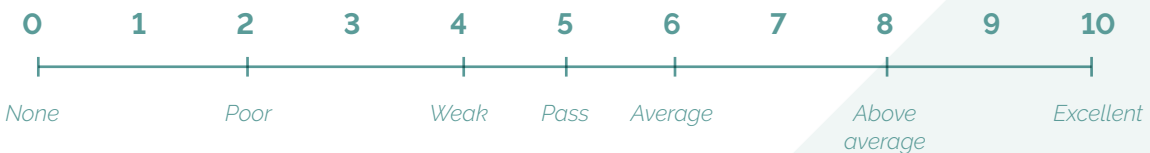
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue within or field of practice being examined, and can situate it within the contemporary context in Indonesia.



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 and relevant to the topic chosen.



ACICIS Development Studies Professional Practicum

Professional Placement Host Organisations



ACICIS Development Studies Professional Practicum

Indonesian Partner University



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 supported the running of ACICIS' Development Studies Professional Practicum since 2019 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-columbo-plan/>

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