

The Australian Consortium for 'In-Country' Indonesian Studies

Creative Arts and Design Professional Practicum - 2025

Course Outline



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Contents

Program Details

ACICIS Creative Arts and Design Professional Practicum

2 January – 14 February 2025

Delivered in-country from Jakarta, 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: In-Country

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 of practicum placement

🌐 <https://www.acicis.edu.au/programs/practicum/creative-arts-and-design-professional-practicum-cadpp/>

Contact Details

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Description

The ACICIS Creative Arts and Design Professional Practicum (CADPP) is a six-week program designed to introduce Australian and international students to the vibrancy of contemporary Indonesian creative arts and design, combining academic elements with hands-on practical creative production experience. Running from early January to mid-February each year, the CADPP combines a course of study with a supervised practicum placement that provides an opportunity for students – or early career professionals – to gain professional experience working within Indonesia's creative industries.

The course of study blends intensive Indonesian language tuition with a series of seminars led by experts and practitioners from Indonesian creative arts and design organisations.

Host Organisations for the practicum placement include companies and organisations operating in a wide range of fields within Indonesia's creative industries, including but not limited to: graphic design, web design, sound design, arts management, museum curation, performing arts, film and television, animation, digital and multimedia, app design, as well as architecture and urban design. Placements provide students with the chance to engage first-hand with the dynamism of contemporary Indonesian art, design and cultural production. All industry placements provide an English-language working environment.

The CADPP is designed as an academic credit-bearing university program that meets the requirements for work integrated learning modules and other practicum-based courses at ACICIS member universities.

Aims

The main aims of the CADPP are to:

1. Provide students with a practical learning experience with a Host Organisation (or individual artist, artist collective or art/design studio) in an Indonesian creative arts and design workplace environment;
2. To develop students' knowledge of creative arts and design practices in the Indonesian context; 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 creative arts and design.

Supervision

An Academic Program Officer (APO) is assigned for the duration of the CADPP 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 or by appointment.

Participants will also be allocated a workplace mentor at their respective practicum host organisation who will manage the student's work within the organisation for the duration of the student's practicum placement. Participants must endeavour to regularly meet with their workplace mentor (as a guide, approximately three times a week) throughout the placement. Over the course of the program, the APO will 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 CADPP program is as follows:

- ◆ 40 hours of intensive Indonesian language classes at Atma Jaya Catholic University of Indonesia, designed to give participants basic Indonesian language capacity;
- ◆ 30 hours of seminars and fieldtrips led by experts and practitioners from Indonesian creative arts and design organisations; and
Followed by
- ◆ A 160-hour supervised practicum placement designed to give participants an English-speaking professional experience within an Indonesian or international organisation (or with an individual practitioner, artist collective or art/design studio) operating within Indonesia's creative industries.

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, established portfolio of work, demonstrated skill set, relevant work experience, future career goals, and Host Organisation requirements in order to assign the student to 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 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 videocall or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the CADPP, students are encouraged and assisted to:

- ◆ Develop and apply their academic skills and knowledge in a workplace;
- ◆ Make a valued contribution to the Host Organisation;
- ◆ Enhance employability by increasing awareness of an 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;
- ◆ Increase their knowledge of creative arts and design practices in the Indonesian context; and
- ◆ Establish networks and contacts with professionals working within Indonesia's creative industries.

Learning Outcomes

Students who complete the CADPP successfully should be able to:

- ◆ Apply discipline-specific knowledge and academic skills to a workplace environment;
- ◆ Demonstrate an aesthetic sensibility within the context of creative arts and design projects;
- ◆ Identify and analyse real-life creative arts and design problems and opportunities;
- ◆ Perform tasks set by an employer to a satisfactory standard;
- ◆ Critically reflect and report on the experience in the workplace;
- ◆ Demonstrate sound cross-cultural communication skills and the 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 an in-country 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 in-country course of study conducted at Atma Jaya Catholic University of Indonesia. 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 Indonesia's creative industry and environment.

Evaluation

Throughout the program, the Academic Program Officer will liaise with 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.

Assessment

Upon completion of the program, the 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 Catholic University of Indonesia 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 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 Atma Jaya Catholic University of Indonesia - assessments administered by Atma Jaya's Language Centre (PPB) through regular 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 Academic Program Officer (APO); APO to gauge performance based on discussions with Host Organisation mentor and student.
4	Reflective Journal	10%	Weekly submissions to be submitted electronically by 11:59pm on Friday (week three), Friday (week four), Friday (week five) and Friday (week six) . Evidence of familiarity with set readings will be assessed by the APO through student's reflective journal submissions.
5	Creative Arts & Design Report	20%	Students to submit a 2,000-word essay on contemporary issues in the Indonesian creative sector by 11:59pm on Sunday (after the closing ceremony) to be assessed by the Academic Program Officer.

Assessment Component Details

The CADPP 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 Atma Jaya Catholic University of Indonesia 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 be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre based on their previous Indonesian language experience. Language classes are four hours in duration. 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 CADPP, 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 CADPP consists of six seminars, eight 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, tutorials, or fieldtrips, 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 can be found at 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 physically 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 can be found at 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 CADPP. 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 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-reflective learning. The list of readings is provided in Appendix III.
- ◆ 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 your university studies in this field previously?
- ◇ Describe your organisation's location in the broader context of the Indonesian creative 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) 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 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 CADPP is provided in Appendix IV.

5. Thematic Research Essay: 2,000 words

Students are required to complete a 2,000-word report on a contemporary theme relating to the Indonesian creative arts and design sector, to be submitted no later than 11:59pm on Sunday (**after the closing ceremony**). The aim of the report is to encourage students to think critically about contemporary creative arts and design issues in Indonesia. A list of report 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 Academic Program Officer. In writing the report, 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 creative industry first-hand through the CADPP program. An outline of this assignment can be found in Appendix III. A marking rubric for this assessment component of the CADPP is provided in Appendix IV.

Award of Grade for the unit

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 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 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.
- Bird, Allan, and Osland, Joyce S. "Making Sense of Intercultural Collaboration." *International Studies of Management and Organization* 35, no. 4 (2005): 115-32.
- Cohen, Adam B., and Anderson, Norman B. "Many Forms of Culture." *American Psychologist* 64, no. 3 (2009): 194-204.
- Gordon, R 2010, *Going Abroad: Traveling like an Anthropologist*, Paradigm Publishers, Boulder.
- Green, M 2012, 'Global citizenship – what are we talking about and why does it matter?' *Trends and Insights for International Education Leaders*, October. Available from: <<http://www.nafsa.org/about/default.aspx?id=30005>>
- Jones, P, Miles, D & Gopalkrishna, N 2018. *Intercultural Learning: Critical preparation for international student travel*. UTS ePRESS, Sydney. Available from: <<https://utsepress.lib.uts.edu.au/site/books/m/10.5130/978-0-9945039-9-2/>>
- 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* 16, no. 1: 19-24.
- Boud, David, and Heather Middleton. (2003). "Learning from Others at Work: Communities of Practice and Informal Learning." *Journal of Workplace Learning* 15, no. 5: 194-202.
- Fanthome, Christine. 2004. *Work Placements: A Survival Guide for Students*. Basingstoke: Palgrave Macmillan.
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- Mccormick, D. W. (1993)."Critical Thinking, Experiential Learning, and Internships." *Journal of Management Education* 17, no. 2: 260-62.

Seminar readings

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Central Intelligence Agency 2020, East Asia/Southeast Asia: Indonesia, Central Intelligence Agency, viewed 22 November 2021, <<https://www.cia.gov/the-world-factbook/countries/indonesia/>>

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Appendix I: Seminars, Tutorials and Fieldtrips (Indicative only and subject to change)

#	Date	Title	Speaker/s	Readings
Week One				
1	Monday 01:00 PM–03:30 PM (Seminar 1) 03:30 PM–04:45 PM (Tutorial 1)	CADPP Seminar 1: Plenary Session (all PPs): Introduction to Indonesia This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	<p>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:</p> <p>References:</p> <p>Central Intelligence Agency 2020. East Asia/Southeast Asia: Indonesia, Central Intelligence Agency, viewed 22 November 2021, <https://www.cia.gov/the-world-factbook/countries/indonesia/></p> <p>Indonesia Investments 2020, Politics of Indonesia, Indonesia Investments, viewed 22 November 2021, <https://www.indonesia-investments.com/culture/politics/item65></p> <p>Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020. Indonesia. Encyclopædia Britannica, viewed 22 November 2021, <https://www.britannica.com/place/Indonesia></p> <p>Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford.</p> <p>Tutorial Questions:</p> <p>How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?</p>
2	Tuesday: 08:00 AM–10:45 AM (Seminar 2) 11:00 AM–12:00 PM (Tutorial 2)	CADPP Seminar 2: Introduction to Contemporary Art & Design in Indonesia This seminar introduces the history and evolution of contemporary art and design in Indonesia. It will examine how cultural traditions, such as wayang (shadow puppets) and batik patterns, have been and remain influential sources of inspiration for artists and designers in Indonesia.	Mr FX Harsono (artist) Mr Ismiaji Cahyono (Bureau Chief of Desain Grafis Indonesia)	<p>Required:</p> <p>Supangkat, J 2023, 'A Brief History of Indonesian Modern Art' in E Kent, V Hooker, & C Turner, (eds), Living Art: Indonesian Artists Engage Politics, Society and History, pp. 199–216. ANU Press, Canberra. Available from: http://www.jstor.org/stable/jj.399499.10. [12 October 2023].</p> <p>Optional:</p> <p>Harsono, FX 2021, 'Art as pilgrimage', Inside Indonesia, article, 3 May. Available from: https://www.insideindonesia.org/editions/edition-144-apr-jun-2021/art-as-pilgrimage [22 November 2023].</p> <p>Saad, R W 2020, 'A Possibility of New History of Graphic Design in New Normal', Medium, blog post, 4 August. Available from: https://medium.com/@rouzel.waworuntusaad/a-possibility-of-new-history-of-graphic-design-in-new-normal-794aaa7104d4. [14 September 2023].</p> <p>Kent, E 2023, 'Artistic Ideologies: Individual and Society in Indonesian Art' in E Kent, V Hooker, & C Turner, (eds), Living Art: Indonesian Artists Engage Politics, Society and History, pp. 83–108. ANU Press, Canberra. Available from: https://www.jstor.org/stable/jj.399499.6. [12 October 2023].</p> <p>Zhuang, J 2016, 'Saving Indonesia's Graphic Design History Before It's Lost Forever'. AIGA Eye on Design, book review, 4 April. Available from: https://eyeondesign.aiga.org/saving-indonesias-graphic-design-history-before-its-lost-forever/. [13 October 2023].</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none">1. How has art and design in Indonesia evolved over the years? What are the key factors that have shaped its development?2. How have cultural elements been integrated into modern creative expressions?3. How have interactions with international art movements and artists shaped the direction of Indonesian creative practices?

#	Date	Title	Speaker/s	Readings
3	Wednesday: 08:00 AM–12:00 PM (Field Trip 1 and Tutorial 3)	CADPP Field Trip 1: Museum MACAN (Modern and Contemporary Art in Nusantara) & Talk by Aaron Seeto Visiting Museum MACAN and discussing the art landscape in Indonesia	Mr Aaron Seeto (director of Museum MACAN)	Optional: Ichsan, I 2023, 'Voice Against Reason' Reflects Realities Across Borders', Manual Jakarta, blog post. Available from: https://bit.ly/3uHJxbQ [04 December 2023]. Seeto, A 2018, 'Museum MACAN: A Case Study of a Jakarta Art Museum', Accessibility for Diverse Communities: The Role of Cultural Institutions Conference, Ministry of Culture, Community, and Youth, Singapore, pp. 36–41. Tutorial Questions: 1. What roles are private museums such as MACAN playing in the cultural landscape of Indonesia? 2. How does the demographic landscape of a country affect the development and sustainability of cultural institutions, particularly in terms of affordability and accessibility? 3. How can museums engage with different demographics, such as millennials and first-time museum visitors? and how can we increase or expand the audience?
4	Thursday: 08:00 AM–10:45 AM (Seminar 3) 11:00 AM–12:00 PM (Tutorial 4)	CADPP Seminar 3: Issues and Trends in Contemporary Curating in Indonesia This session will introduce contemporary issues in curating in Indonesia in the context of galleries, museums, and arts festivals/ bienalles. Students will have the opportunity to learn about contemporary curatorial practices from leading experts in the field of arts in Indonesia.	Dr Sadiyah Boonstra (Independent Curator & Historian / Director & Owner PT Culture Lab Consultancy) Ms Amanda Ariawan (Contemporary Art Curator, Writer, and Cultural Worker)	Required: Ariawan, A 2023, 'My Own Words: 'Fragmenting Yesterday, Reshaping Tomorrow'', in Co-curating Indonesian Contemporary Art and Design (ICAD) 12, blog post, 25 January. Available from: https://artandmarket.net/analysis/2023/1/25/my-own-words-fragmenting-yesterday-reshaping-tomorrow [01 October 2023]. Optional: Crosby, A 2016, 'Designing futures in indonesia', PORTAL Journal of Multidisciplinary International Studies, vol. 13 (2), pp. 1–6. Available from: https://search.informit.org/doi/abs/10.3316/INFORMIT.893468048561884 [12 October 2023]. Erawan, AMR 2023, 'A Quiet Study on Tradition and Form: Inside Auguste Soesastro's "force of subtleness" Exhibition', CXO Media, blog post, 19 August. Available from: https://www.cxomedia.id/fashion/20230819114859-12-179263/a-quiet-study-on-tradition-and-form-inside-auguste-soesastros-force-of-subtleness-exhibition [31 October 2023]. Kent, E 2022, 'Introduction: Entanglement in the World' in E Kent, Artist and the People, pp. 1–13. NUS Press, Singapore. Teh, D 2012, 'Who Cares a Lot? Ruangrupa as Curatorship' in Adami, E at al, (eds), Afterall: A Journal of Art, Context and Enquiry, vol. 30, pp. 108–117. Central Saint Martins, University of the Arts London, London. Available from: https://www.afterall.org/articles/who-cares-a-lot-ruangrupa-as-curatorship/ [3 October 2023]. Tutorial Questions: 1. What are the important issues and challenges to address in the contemporary curating in Indonesia? 2. How are Indonesian curators address these issues and challenges in their work? 3. What are your reflections on the similarities and differences in curatorial practices in Indonesia and Australia?

#	Date	Title	Speaker/s	Readings
Week Two				
5	Monday: 08:00 AM– 11:00 AM (Seminar 4) 11:15 AM– 12:00 PM (Tutorial 5)	<p>CADPP Seminar 4:</p> <p>Emerging Technologies in Indonesian Arts and Design</p> <p>Through this discussion, we explore the impact of digital platforms and emerging technologies on art and design in Indonesia in the context of the country's rapidly evolving digitalized economy and society. We will discuss on how technology, such as 3D printing and Generative Artificial Intelligence, can be harnessed to drive positive impacts in the creative industry, as well as some of the challenges. Students will gain a comprehensive understanding of how these technologies are transforming the landscape of design and creative arts in Indonesia.</p>	<p>Mr Bob Edrian (Curator and Director for IndoArtNow)</p> <p>Mr Nus Salomo (installation artist)</p>	<p>Required:</p> <p>Terzidis, K, Fabrocini, F, & Lee, H 2022. Unintentional intentionality: art and design in the age of artificial intelligence, in AI & SOCIETY, vol. 38, 1715 - 1724. Available from: https://link.springer.com/article/10.1007/s00146-021-01378-8 [07 October 2023].</p> <p>Optional:</p> <p>Ariawan, A 2022, 'Digital Spaces: Entry Points Into the Southeast Asian Net Culture and Rave Scenes', Artandmarket, blog post, 2 August. Available from: https://artandmarket.net/analysis/2022/8/2/digital-spaces-entry-points-into-the-southeast-asian-net-culture-and-rave-scenes. [25 October 2023].</p> <p>Horstman, R. 2023, 'Nus Salomo: pioneering 3D printing & design innovation with contemporary art imagination', Life Art Asia, blog post, 3 February. Available from: https://lifeasartasia.art/2023/02/03/nus-salomo-pioneering-3d-printing-design-innovation-with-contemporary-art-imagination/. [15 October 2023].</p> <p>Putra, I P A M, Laksana, M S, Mutiarani, R A, & Sudwika, I P R 2022, 'The Impact of Artificial Intelligence on the Rights of Illustrator', in Journal of Digital Law and Policy, vol. 1(3), pp. 131-140. Available from: https://ejournal.sidyanusa.org/index.php/jdlp/article/view/300 [13 October 2023].</p> <p>Rinaldi, I 2023, 'The Shifting Landscape of the Creative Visual Industry in Indonesia', Goethe-Institut Indonesia magazine, 30 October. Available from: https://www.goethe.de/ins/id/en/kul/mag/25062516.html [12 October 2023].</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none"> 1. How do the integration of 3D, AI, and other digital tools affect the role of artists, designers, and creators in Indonesia? What challenges and opportunities do these advancements present for the creative arts? 2. Share your personal experience: How do you currently incorporate emerging technology into your creative work? 3. As an artist or designer, what is your personal opinion on AI generative graphic technology? Is it good or bad for your work and creative practice?

#	Date	Title	Speaker/s	Readings
6	Tuesday: 01:00 PM– 04:00 PM (Seminar 5) 04:15 PM– 05:00 PM (Tutorial 6)	<p>CADPP Seminar 5:</p> <p>Exploring Jakarta's Creative Landscape: Design, Tech, and Collaborations</p> <p>This seminar explores how design and user experience shape big tech companies such as Traveloka and provides a deep dive into Jakarta's diverse design world, spotlighting creative agencies like Future Creative Network (FCN). It offers students a window into Jakarta's vibrant creative ecosystem, highlighting successful collaborations between creative professionals and corporations. Through this seminar, students will gain insights into the city's role as a creative hub and a closer look at the work and influence of creative companies within the major tech industry.</p>	<p>Ms Lintang Tiara (Brand Strategic Planner at GoTo Group)</p> <p>Future Creative Network team: Kevin Nathanael (Creative Lead), Nuris Sungkar (Senior Copywriter), and Vincent Wijaya (Senior Art Director)</p>	<p>Required:</p> <p>Ratten, V 2022, 'Unicorn Companies in Southeast Asia' in V Ratten, (ed), in Driving Entrepreneurship in Southeast Asia, pp. 44-53. Routledge, New York. Available from: https://doi.org/10.4324/9781003260783 [12 October 2023].</p> <p>Optional:</p> <p>Bachtiar, PP, Hening, WS, Adinda A, Faiq Y, and Paul V 2023, 'Introduction' in Indonesia's Technology Startups: Voices from the Ecosystem, Asian Development Bank, pp. 1-6. Available from: https://www.adb.org/publications/indonesia-technology-startups-voices-ecosystem [01 Novembre 2023].</p> <p>Future Creative Network 2023, 'FCN Creative Takes Center Stage As Creative Agency Of The Year at Citra Pariwara 2023', Future Creative Network, blog post, 11 December. Available from: https://futurecreativenetwork.com/news/fcn-creative-takes-center-stage-as-creative-agency-of-the-year-at-citra-pariwara-2023 [18 December 2023].</p> <p>Gojek Design 2020, It's a rebrand new day!. Available from: https://gojek.design/ [03 October 2023]</p> <p>Thee, M 2016, 'Creative Smarts: Room for Thought', The Jakarta Post, paper edition, 20 August. Available from: https://www.thejakartapost.com/news/2016/08/20/creative-smarts-room-thought.html [21 November 2023].</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none"> 1. How do you perceive the integration of design and user experience in major technology-driven companies, such as Traveloka? How might these elements contribute to the success of such companies? 2. Considering the exploration of Jakarta's creative landscape, what aspects of the city's vibrant creative ecosystem, as highlighted in the seminar, do you find most intriguing or different from creative scenes in other places you are familiar with? 3. The seminar emphasizes successful collaborations between creative professionals and corporations. Can you share personal or observed examples of such collaborations that have positively impacted a business or creative project?
7	Wednesday:	Extra Curricular Activity		

#	Date	Title	Speaker/s	Readings
8	Thursday: 01:00 PM– 05:00 PM (Field Trip 2)	CADPP Field Trip 2: Setali Indonesia For the second field trip, students will visit Setali Indonesia, a social enterprise, dedicates itself to prolonging the life cycle of clothing to combat the fashion waste problem. Through imaginative transformations, Setali breathes new life into rejected, old, or unsold clothing and textile waste. This initiative not only addresses environmental concerns but also uplifts the livelihood of local artisans and tailors. This seminar looks at the movement towards sustainable practices within the creative arts and design industry in Indonesia, particularly delving into sustainable fashion and industrial design. The goal is to uncover challenges, identify opportunities, and present innovative solutions.	Setali team	Optional: Febriani, R 2023, 'Exploring sustainable fashion market in Indonesia. Case study: Sukkha Citta, Setali Indonesia, and TukarBaju', in DAW Sintowoko, I Resmadi, H Azhar, G Gumilar and T Wahab, (eds), Sustainable Development in Creative Industries: Embracing Digital Culture for Humanities, pp 316-320. Routledge, New York. Avaiaible from: https://www.taylorfrancis.com/chapters/oa-edit/10.1201/9781003372486-59/exploring-sustainable-fashion-market-indonesia-case-study-sukkha-citta-setali-indonesia-tukarbaju-febriani [13 December 2023]. Tutorial Questions: 1. Could you highlight specific examples where Setali Indonesia's projects have contributed positively to environmental and social issues in Indonesia? 2. How might these approaches resonate with the Australian fashion industry? 3. From your perspective, how can design play a pivotal role in tackling environmental challenges within the creative industry? Share examples from your personal experiences.

#	Date	Title	Speaker/s	Readings
9	Friday: 01:00 PM– 05:00 PM (Seminar 6 & Workshop)	<p>CADPP Seminar 6:</p> <p>Cultural Insights in Design Thinking & Mini Workshop</p> <p>In this seminar, students will explore the pivotal role of cultural insights and exploratory research in design thinking in the Indonesian context.</p> <p>Following the seminar, the students will follow a problem-solving workshop, where students can apply design thinking principles and explore how cultural diversity can inspire inclusive designs. Through this hands-on workshop, students, divided in groups, will develop ideas through research practise and creating prototype using media provided.</p>	<p>Febrian Adiputra (Co-Founder & Director of Animal3 Creative)</p> <p>Facilitator TBC (from Hatching Academy)</p>	<p>Required:</p> <p>IDEO.org 2015, 'Introduction' in The Field Guide to Human-Centered Design, pp. 9-14. IDEO, Canada. Available from: https://www.designkit.org/resources/1.html [10 December 2023].</p> <p>IDEO.org 2015, 'Mindsets' in The Field Guide to Human-Centered Design, pp. 19-25. IDEO, Canada. Available from: https://www.designkit.org/resources/1.html [10 December 2023].</p> <p>Optional:</p> <p>Martinez, R and Masron, IN 2020, 'Jakarta: A city of cities', Cities, vol 106. Available from: https://www.sciencedirect.com/science/article/pii/S0264275120312166 [15 November 2023].</p> <p>Prameswari, I and Hibino, H 2020, 'Indonesian Cultural Design Concept: Analysis on Association of Indonesians' Design Perception and Culture', Proceedings of the International Conference on Aesthetics and the Sciences of Art (AESCIART), pp. 157-167. Available from: https://media.neliti.com/media/publications/338630-indonesian-cultural-design-concept-analy-2c6ec191.pdf [14 November 2023].</p> <p>Reksodipoetro, A 2015, 'Batiks and Adidas: A new nationalism in Southeast Asia', Campaign Asia, blog post. 24 September. Available from: https://www.campaignasia.com/article/batiks-and-adidas-a-new-nationalism-in-southeast-asia/402223 [23 October 2023].</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none">1. How do cultural insights influence the design thinking process, and what are the key elements that should be considered when creating inclusive designs for a diverse market like Indonesia?2. What were the main takeaways from the speaker's insights on design thinking principles with cultural insights in Indonesia?3. During the workshop, what were the main challenges you encountered when trying to apply design thinking principles to create prototypes with cultural insights in mind, and how did your group address these challenges?

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

Prior to commencing the CADPP 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

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.

Bird, Allan, and Osland, Joyce S. "Making Sense of Intercultural Collaboration." *International Studies of Management and Organization* 35, no. 4 (2005): 115-32.

Cohen, Adam B., and Anderson, Norman B. "Many Forms of Culture." *American Psychologist* 64, no. 3 (2009): 194-204.

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

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

Jones, P, Miles, D & Gopalkrishna, N 2018. *Intercultural Learning: Critical preparation for international student travel*. UTS ePRESS, Sydney. Available from: <<https://utsepress.lib.uts.edu.au/site/books/m/10.5130/978-0-9945039-9-2/>>

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

Bell, M. "What Constitutes Experience? Rethinking Theoretical Assumptions." *Journal of Experiential Education* 16, no. 1 (1993): 19-24.

Boud, David, and Heather Middleton. "Learning from Others at Work: Communities of Practice and Informal Learning." *Journal of Workplace Learning* 15, no. 5 (2003): 194-202.

Fanthome, Christine. *Work Placements: A Survival Guide for Students*. Basingstoke: Palgrave Macmillan, 2004.

Gardner, Philip, Steglitz, Inge, and Gross, Linda. "Translating Study Abroad Experiences for Workplace Competencies (PRACTICE)." *Peer Review* 11, no. 4 (2009): 19.

Mccormick, D. W. "Critical Thinking, Experiential Learning, and Internships." *Journal of Management Education* 17, no. 2 (1993): 260-62.

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, was given a small design project to work on	◆ Understood my first team meeting on a specific marketing campaign and its associated design tasks	◆ E.g. New to the team, feeling shy ◆ Don't know much about marketing strategies as applied within the Indonesian market	◆ Ask questions, be friendly ◆ ly 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 to be an issue for me	◆ Trying to adapt to my co- workers
Wed	◆ Send a project to supervisor for feedback	◆ Supervisor was happy with project status ◆ Feeling more comfortable in my new environment	◆ Communicating in Indonesian	◆ Practice
Thurs	◆ Project- related team meeting	◆ My marketing campaign 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 HOST ORGANISATION/COMPANYNAME, I spent most of my time adjusting to... ◆ It's been really different working here compared to when I worked with ORGANISATION/ COMPANY 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 sustainable tourism development aims to alleviate poverty and preserves cultural heritage. 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 the growing number of opportunities within the creative sector ...			

Sent to Academic Program Officer (APO)

Yes: Friday

Students will be assessed on:

- ◆ 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 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 CADPP?
- ◆ Most enjoyable elements of the experience? Least enjoyable elements of the experience?

Appendix III: CADPP Practicum Report Outline

Assessment

Students are required to complete a 2,000-word report on a contemporary issue in the Indonesian creative arts and design sector, supplemented (if appropriate) by a digital portfolio/poster/artwork to support their report. *In consultation with the Academic Program Officer, students may also choose to submit extensive documentation of a specific creative output related to their placement, supplemented by a 1,000 word exegesis that contextualises the work within creative art and design issues in Indonesia.*

Students should choose **one** of the 12 topics below to serve as the basis for their CADPP report:

1. Outline common Western misconceptions regarding Indonesian culture. How do those misconceptions colour the projection abroad of Indonesia and its people? What cultural myths surrounding Indonesia exist in the Western world and how is this reflected in Western creative advertising?
2. What materials are most commonly used in Indonesian art and what is the cultural significance of these preferences?
3. What cultural aspects need to be considered when designing artworks for an Indonesian market? (You can focus on specific fields such as photography, graphic design, product design, furniture design, interior design and/or the arts.)
4. Explore an event or period in recent Indonesian history that has impacted modern design. Discuss the cultural significance and long-term implications of the phenomenon.
5. Offer an historical overview on a specific period in Indonesian art history of your choice and the formative influences exerted on it.
6. How does Indonesian culture differ between the touristic destinations and those less affected by Western consumerism? How do these differences manifest themselves physically?
7. How are the Indonesian creative industries influenced by other cultures?
8. Investigate the cultural significance of sculptures in Indonesia. Examine this through comparison of an historical artefact with a contemporary work.
9. What role does jewellery design play in representing culture in general and Indonesian culture in particular?
10. Investigate a famous Indonesian designer or artist. Trace their career and identify and evaluate the influences on them.
11. How have technological developments affected the Indonesian photography industry?
12. Identify and discuss successful contemporary Indonesian commercial illustrators. What opportunities are available to them locally and internationally, and how does their style differ from other illustrators around the world?

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

In this report, a student will select their main topic, design a research question, and then critically examine their chosen topic by drawing on both creative industry theory and the student's experiences on the CADPP.

An example of the structure of the report will be provided.

Creative Project

Submission of the creative project should follow these guidelines:

- ◆ A series of digital images documenting both the final work, as well as the work-in-progress (WIP). The number of images will depend on the work in question, but as a guide it should include at least 3 WIP images, and 1 image of the final work if it is 2 dimensional, 3 final work images if it is 3 dimensional, and video documentation of any time-based final works such as performances, participatory works, films etc.
- ◆ An exegesis between 800 and 1000 words, which explains both the technical, theoretical and creative processes involved in reaching the final work. This should answer the following questions (conventionally it would be in an essay form):
 - ◇ Why did you decide to make this creative work in the context of your internship/placement? What questions or situations are you responding to?
 - ◇ What medium did you decide to use and why?
 - ◇ Which theories/readings/other creative practitioners did you refer to or draw influence from in making this work? This may be technical ('following MacDougall (1999) I employed a 'long-take' approach during filming') and/or theoretical (Bishop's (2014) identifies participatory art as a "genre in its own right", and this is the genre into which my work falls).
 - ◇ What did you learn through the process of making this work, and what do you intend to express through it?

Learning Outcomes

Following the completion of the thematic CADPP report, students should be able to:

- ◆ Identify a contemporary creative arts and design issue or field of practice within the Indonesia creative sector, and its related sub-issues;
- ◆ Analyse the history and background context of this issue or field of practice in Indonesia; Situate the issue or field of practice in the 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 topic or field of practice;
- ◆ Offer recommendations or suggestions as to how this issue or field of practice might be developed in Indonesia in the future, based on the academic literature and student's own observations on the CADPP.

Weighting & Grading

The thematic creative arts & design report is worth 20% of a student's overall participation mark on the CADPP program, along with Sanata Dharma language classes (10%), seminar, tutorial 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 CADPP.

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

Formatting and Referencing

Students should format their practicum report in Calibri or Times New Roman font, 11 or 12 point; double-spaced and justified. The report 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

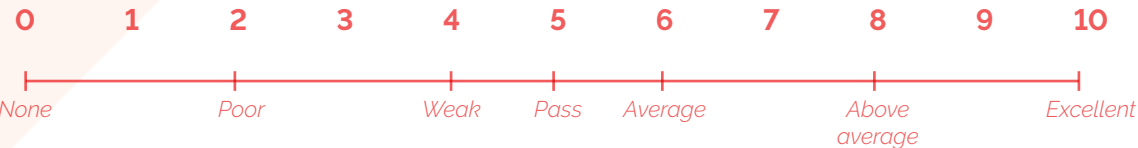
- ◆ Consult with APO on topic selection and suitability no later than: **Friday (week two)**.
- ◆ The essay is due: **11:59pm, Sunday (after the closing ceremony)**.

Appendix IV: Marking Rubrics

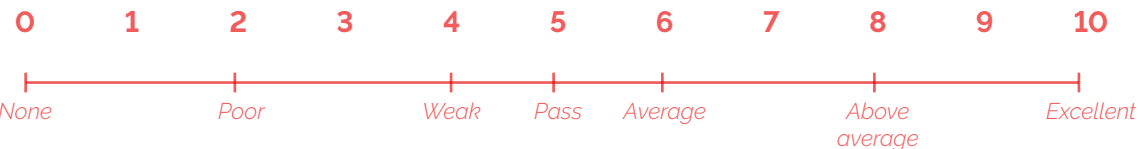
CADPP Seminars, Tutorials & Fieldtrips

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

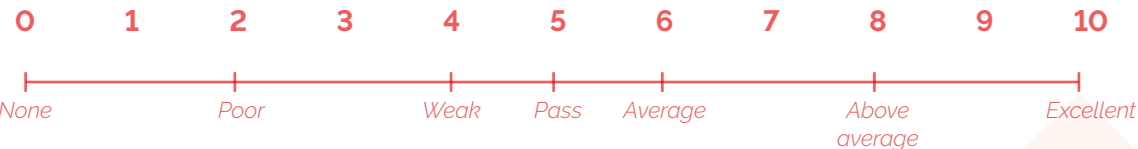
1. Attendance: Student consistently attended seminars, tutorials and fieldtrips.



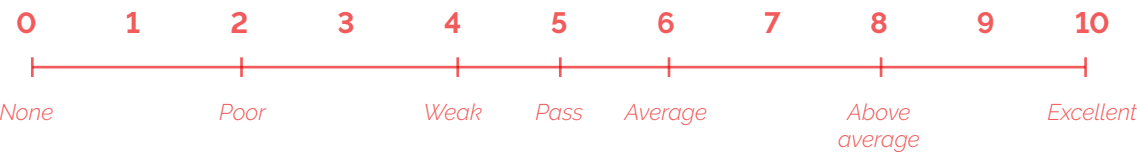
2. Contribution of Ideas: Student demonstrates understanding of relevant topics by contributing to discussions with ideas.



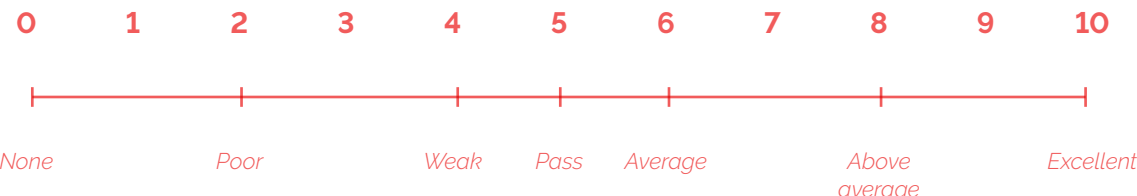
3. Evidence of Preparation and Critical Thinking: Student demonstrate familiarity with set seminar readings and evidence of critical engagement with text.



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.



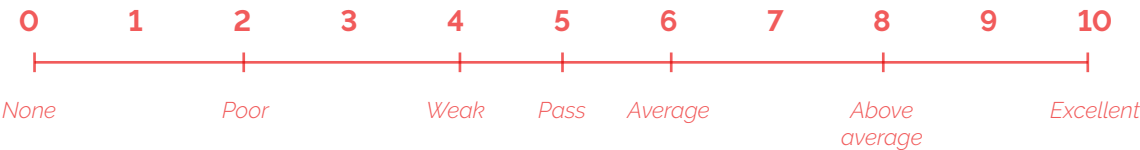
CADPP Practicum Placement

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

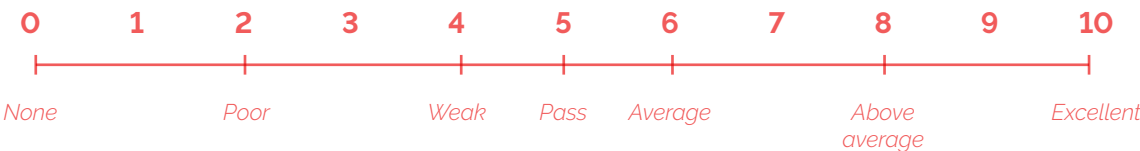
1. Host Organisation's Expectations met: Overall satisfaction with student's performance



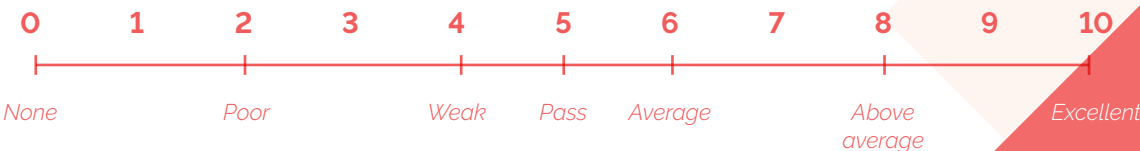
2. Work initiative: Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation



3. Social and intercultural skills: Student demonstrated sound cross-cultural communication skills and cross-cultural teamwork behaviours 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.



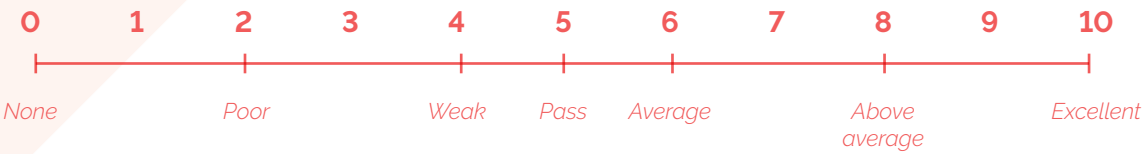
5. Critical reflection on workplace performance and practice: Student demonstrated ability to identify and evaluate real-life creative opportunities and problems encountered within their practicum Host Organisation; and to reflect, report on and analyse their own experience in the workplace.



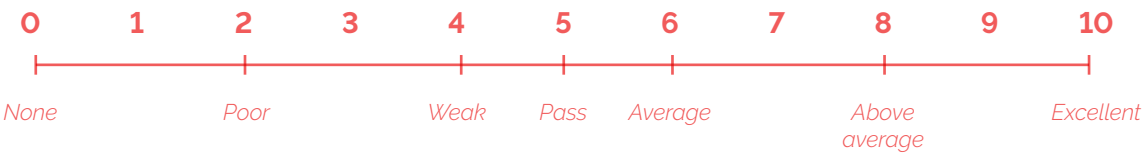
CADPP Reflective Journal

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

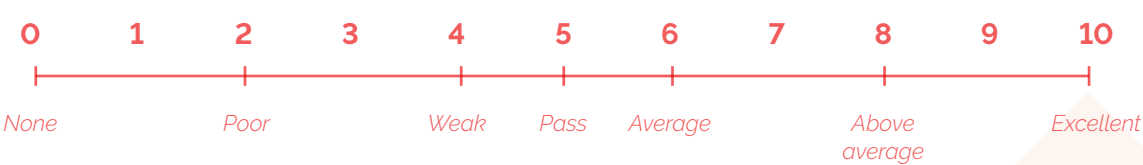
1. **Reflexive practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also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



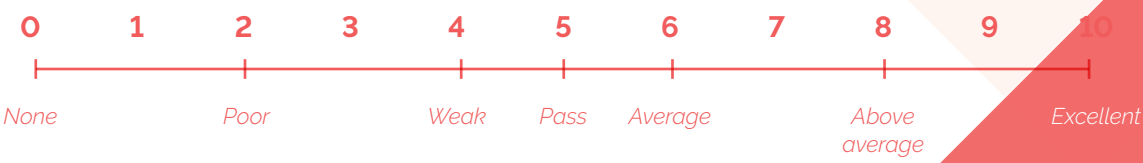
2. **Intercultural understanding:** Evidence of development of adequate techniques and strategies to overcome cultural barriers encountered in the Host Organisation workplace during course of practicum.



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 experience on their practicum placement.



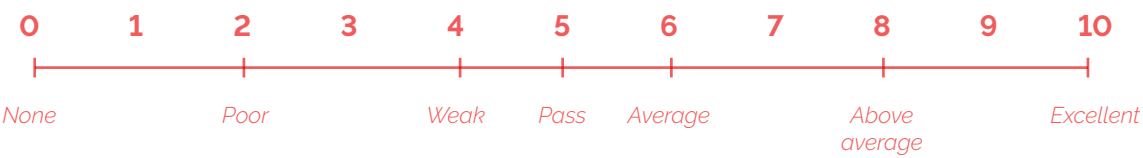
4. **Existing skills:** Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during the course of their practicum placement.



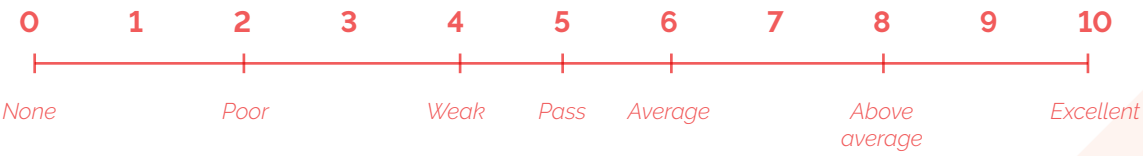
CADPP Report

Student Name	
Date	
Host Organisation	
Academic Program Officer	
Final Mark for component	/50 Represents 20% of total program assessment

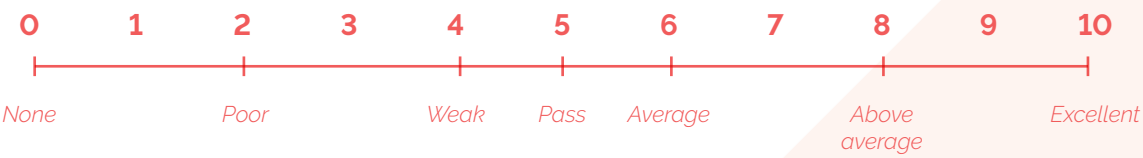
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue or field of practice being examined, and can situate it within the contemporary Indonesian creative industry context in Indonesia.



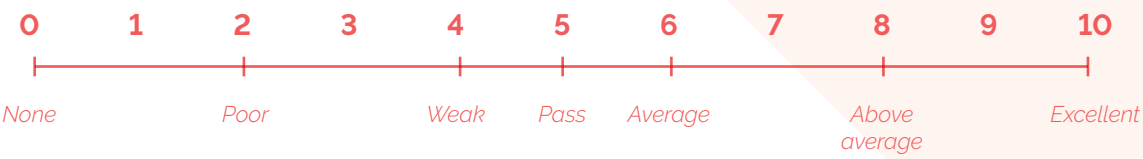
2. **Research:** Quality academic sources used, supporting evidence to back up claims provided, correct and consistent referencing of all source materials.



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 Creative Arts and Design Professional Practicum

Professional Placement Host Organisations



ACICIS Creative Arts and Design Professional Practicum

Indonesian Partner University



Universitas Atma Jaya (UAJ)

Universitas Atma Jaya (UAJ) is one of Indonesia's premier private universities. Founded in 1960, this dynamic institution has two campuses located in the heart of the bustling capital, Jakarta. Atma Jaya has consistently been ranked in Indonesia's Top 5 private universities by Globe Asia and Tempo magazines, and has been ACICIS' Professional Practicum partner in Jakarta since 2007. Its Faculty of Business Administration and Communication Sciences, which facilitates all ACICIS Professional Practica, is staffed by industry professionals which both Jakarta-based and international teaching and research experience. ACICIS Professional Practica academic module takes place at the Semanggi campus, located in the centre of Jakarta's business and commerce district on Jl. Jenderal Sudirman.

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 made possible the development and maintenance of ACICIS' Creative Arts & Design 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/>

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/>

ACICIS also gratefully acknowledges the significant assistance and input provided by The Australian National University, La Trobe University, RMIT University, The University of New South Wales, The University of Western Australia, University of Tasmania, and University of Technology Sydney in the drafting and design of this CADPP Course Outline.

ACICIS is gratefully hosted by The University of Western Australia (UWA), one of Australia's leading teaching, learning and research universities. From its heritage riverside campus in Perth, UWA is consistently ranked in the top 100 universities in the world and is a national leader in student demand, graduate starting salaries, research grants and more.

ACICIS Member Universities



Australian
National
University



Curtin University



Flinders
University
Adelaide Australia



Griffith
UNIVERSITY
Queensland, Australia



LA TROBE
UNIVERSITY • AUSTRALIA



Universiteit
Leiden



MONASH
University



Queensland University of Technology
Brisbane Australia



RMIT
UNIVERSITY



SOAS
University of London



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA



THE UNIVERSITY OF
SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



UNSW
SYDNEY



UTS
UNIVERSITY OF TECHNOLOGY SYDNEY

WESTERN SYDNEY
UNIVERSITY



ACICIS is gratefully hosted by



Australian Government



NEW COLOMBO PLAN

Connect to Australia's future - study in the region



ACICIS
Study Indonesia