

The Australian Consortium for 'In-Country' Indonesian Studies

Journalism Professional Practicum - 2025

Course Outline



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Program Details

ACICIS Journalism 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/journalism-professional-practicum-jpp/>

Contact Details

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Description

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

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

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

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

Aims

The aims of the JPP are to:

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

Supervision

An Academic Program Officer (APO) is appointed for the duration of the JPP to oversee all aspects of the program, including the supervision of its academic content. 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. 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 workplace mentor (as a guide, approximately once 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 JPP program is as follows:

- ◆ 40 hours of intensive Indonesian language classes at Atma Jaya Catholic University, designed to give participants basic Indonesian language capacity;
- ◆ 30 hours of seminars, tutorials, and fieldtrips led by experts and practitioners from Indonesian and international journalism and media organisations operating within Indonesia;
- ◆ 160-hour supervised practicum placement designed to give participants an (English-speaking) professional experience within an Indonesian or international media or communications organisation operating within Indonesia.

Practicum Placement Options and Selection

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

The 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 video call or phone prior to accepting a practicum candidate.

Educational Principles and Graduate Attributes

Through the JPP, students are encouraged and assisted to:

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

Learning Outcomes

Students who complete the JPP successfully should be able to:

- ◆ Apply discipline-specific knowledge and academic skills to a workplace environment;
- ◆ Identify and respond to real-life journalistic and/or communication issues and problems;
- ◆ Perform tasks set by an employer to a satisfactory standard;
- ◆ Critically reflect and report on their 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 University. 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 media 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 University and the ACICIS Academic Program Officer.

To complete this program satisfactorily, students must demonstrate the ability to perform tasks in a workplace, at a satisfactory standard, as well as to reflect on the experience and relate it back to their academic studies. Students must attend a minimum of 80% of scheduled language classes, industry seminars, 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 University - assessments administered by Atma Jaya's Language Teaching Centre through regular assignments and written tests.
2	Seminars, Tutorials and Fieldtrips	10%	Attendance at, and participation in, <u>all</u> 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 through student's reflective journal submissions.
5	Journalism Report	20%	Students to submit a 2,000-word essay on contemporary issues in the Indonesian media sector by 11:59pm on Sunday (after the closing ceremony) to be assessed by the Academic Program Officer.

Assessment Component Details

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

1. Indonesian Language Classes (40 hours)

Students are required to attend 40 hours of intensive classes in Indonesian language and culture at Atma Jaya University in order to develop language skills that will help them operate more effectively in their practicum placements and in the wider Indonesian community. Students will be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre based on their prior 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 JPP, participants must achieve a mark of at least 60% for this component of the program.**

2. Seminars, Tutorials, and Fieldtrips (30 hours)

This component of the JPP consists of 6 seminars, 8 tutorials and 2 in-country 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. A marking rubric for this component of the program is provided in Appendix IV.

3. Practicum placement (160 hours)

Students undertake a supervised practicum placement at a participating Host Organisation. Required tasks will vary depending on the Host Organisation. Without good reason and the permission of their Host Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Host Organisation and the 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 (30 hours)

The purpose of the Reflective Journal is to encourage critical thinking and reflection from students on their theoretical and vocational learning process while on the JPP. It should serve as a space in which students are able to reflect on the challenges and rewards of working in a cross-cultural professional environment, and guide students' workplace tasks fortnight-to-fortnight 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-reflexive 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 fortnight 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 fortnight (and if yes, how did you overcome them?)*
 - ◇ *How do you find working in a cross-cultural environment?*
 - ◇ *Do you notice different styles of management or teamwork in your Indonesian workplace compared with your home country?*
 - ◇ *How does this compare with workplaces in which you have worked previously and what differences are evident?*
 - ◇ *How does your experience in the workplace compare with your university studies in this field previously?*
 - ◇ *Describe your organisation's location in the broader context of the Indonesian media and communications industry.*
- ◆ *Reference and reflect on the set readings and seminar topics.*

Students are encouraged to use the Reflective Journal to record and elaborate on the significant issues encountered during each fortnight 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 placement day (for 10 -15 minutes). Students can then – on the due date – allocate around 20 minutes to jot down their longer fortnightly reflections.

Fortnightly logs are to be submitted 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 JPP 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 media and journalism 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 media 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 media industry first-hand through the JPP program. An outline of this assignment can be found in Appendix III. A marking rubric for this assessment component of the JPP is provided in Appendix IV.

Award of Grade for the Course

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

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

Reading List

Cross-cultural learning and development

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

Indonesia Investments 2020, Politics of Indonesia, Indonesia Investments. Available from <<https://www.indonesia-investments.com/culture/politics/item65>>.

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020, Indonesia, Encyclopædia Britannica. Available from <<https://www.britannica.com/place/Indonesia>>.

Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford.

Self-reflexive learning

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

Boden, C. J., Cook, D., Lasker-Scott, T., Moore, S., & Shelton, D. (2006). Five Perspectives on Reflective Journaling. *Adult Learning*, 17(1-4), 11-15. Available from: <<https://doi.org/10.1177/104515950601700105>>.

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

Cox, E 2018, 'Digital storytelling: The rise of multimedia journalism', Medium. Available from <<https://medium.com/@EmilyJeanCox/digital-storytelling-the-rise-of-multimedia-journalism-30435179b00c>>.

Eriyanto & Mutmainnah, N, 2022, 'Indonesia', Media Landscapes. Available from <<https://medialandscapes.org/country/indonesia>>.

Giotis, C & Hall, C 2023, 'Better Foreign Correspondence Starts at Home: Changing Practice Through Diasporic Knowledge', *Journalism Practice*, vol. 17, no. 3, pp. 474-491. Available from <<https://doi.org/10.1080/17512786.2021.1930105>>.

Karadjov, C 2008, 'Foreign Correspondents', *The International Encyclopedia of Communication*, vol. 5, pp. 1849-1853. Available from <<https://doi.org/10.1002/9781405186407.wbiecf036>>.

Kemp, S 2023, 'Digital 2023: Indonesia', Data Reportal. Available from <<https://datareportal.com/reports/>

[digital-2023-indonesia](#)>.

Nurhayati-Wolff, H 2023, 'Social Media in Indonesia: Statistics & Facts', Statista. Available from <<https://www.statista.com/topics/8306/social-media-in-indonesia/#topicOverview>>.

Perreault, G & Stanfield, K 2019, 'Mobile Journalism as Lifestyle Journalism?', *Journalism Practice*, vol. 13, no. 3, pp. 331-348. Available from <<https://doi.org/10.1080/17512786.2018.1424021>>.

Rusdi, F & Rusdi, Z 2020, 'The Role of Online Media Gatekeeper in the Era of Digital Media', *Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH)*, May 2019, pp. 542-544. Atlantis Press, Available from <<https://doi.org/10.2991/assehr.k.200515.091>>.

Sambrook, R 2012, *Delivering trust: impartiality and objectivity in the digital age*. Reuters Institute for the Study of Journalism, Department of Politics and International Relations, University of Oxford. Available from <<https://ora.ox.ac.uk/objects/uuid:65d540e2-22e7-4a9c-a766-62c4db2fa4c3>>.

Septiani, D 2019, 'Social media campaigns in Indonesia: How social media has transformed Indonesia's democratization process and political activity', *Journal of Digital Media & Policy*, vol. 10, no. 3, pp. 329-343. Available from <https://doi.org/10.1386/jdmp_00006_1>.

Seto, A 2017, 'Netizenship: Between Ignorance and Prudence'. In A. Seto, *Netizenship, Activism and Online Community Transformation in Indonesia*, pp. 131-159, Springer Singapore Pte. Limited. Available from <https://doi.org/10.1007/978-981-10-5397-9_4>.

Souisa, HY 2017, 'Regulating Convergence: Challenges for Contemporary Media in Indonesia', *Asian Journal of Media and Communication*, vol. 1, no. 1, pp. 35-50. Available from <<https://doi.org/10.20885/asjmc.vol1.iss1.art3>>.

Starck, K & Villanueva, E 1993, 'Cultural Framing: foreign correspondents and their work', *Ecquid Novi*, vol. 14, pp. 3-35. Available from <<https://eric.ed.gov/?id=ED351678>>.

Steele, J 2022, 'Indonesia', Reuters Institute. Available from <<https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022/indonesia>>.

Sukmayadi, V 2019, 'The Dynamics of Media Landscape and Media Policy in Indonesia', *Asia Pacific Media Educator*, vol. 29, no. 1, pp. 58-67. Available from <<https://doi.org/10.1177/1326365X19844853>>.

Syahputra, I 2019, 'Expressions of hatred and the formation of spiral of anxiety on social media in Indonesia', *SEARCH Journal of Media and Communication Research*, vol. 11, no. 1, pp. 95-112. Available from <<https://fslmjournals.taylors.edu.my/wp-content/uploads/SEARCH/SEARCH-2019-11-1/SEARCH-2019-P6-11-1.pdf>>.

Syarief, S 2022, *The media landscape in Indonesia: The more things change, the more they stay the same*. ISEAS-Yusof Ishak Institute. Available from <<https://www.iseas.edu.sg/wp-content/>

Westlund, O 2013, 'Mobile news: A review and model of journalism in an age of mobile media', *Digital Journalism*, vol. 1, no. 1, pp. 6-26. Available from <<https://doi.org/10.1080/21670811.2012.740273>>.

Field trip readings

Fedesco, HN, Cavin, D, & Henares, R 2020, 'Field-based Learning in Higher Education: Exploring the Benefits and Possibilities', Journal of the Scholarship of Teaching and Learning, vol. 20, no. 1. Available from <<https://doi.org/10.14434/josotl.v20i1.24877>>.

Jakarta Travel Guide n.d., Visiting Kota Tua in Jakarta, Jakarta Travel Guide. Available from <<https://jakartatravelguide.com/visiting-kota-tua-in-jakarta/>>.

Kompas, E 2020, 'Kompas' Is 55 Years Old', KOMPAS. Available from <<https://www.kompas.id/baca/english/2020/06/29/kompas-is-55-years-old>>.

Larsen, C, Walsh, C, Almond, N, & Myers, C 2017, 'The "real value" of field trips in the early weeks of higher education: the student perspective', Educational Studies, vol. 43, no. 1, pp. 110-121. Available from <<https://doi.org/10.1080/03055698.2016.1245604>>.

Pereira, R 2020, JAKARTA, Indonesia: Charming Kota Tua, the old town, YouTube video, 23 April. Available from <<https://www.youtube.com/watch?v=RtqzAk8jUB8>>.

Wijayanto 2015, 'Old Practice in a New Era: Rasa as the Basis of Self-Censorship in Kompas Daily Newspaper', GSTF Journal of Media Communication, vol. 2, no. 19. Available from <<https://doi.org/10.7603/s40874-014-0019-0>>.

Appendices

Appendix I: Seminars, Tutorials and Fieldtrips

#	Date	Title	Speaker/s	Readings
Week One				
1	Monday (13.00-17.00 PM)	JPP Seminar 1: Plenary Session (All programs) Introduction to Indonesia This seminar will introduce students to Indonesia's history, politics, society and culture.	TBC	References: 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: Central Intelligence Agency 2020, East Asia/Southeast Asia: Indonesia, Central Intelligence Agency. Available from < https://www.cia.gov/the-world-factbook/countries/indonesia/ >. Indonesia Investments 2020, Politics of Indonesia, Indonesia Investments. Available from < https://www.indonesia-investments.com/culture/politics/item65 >. Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020, Indonesia, Encyclopædia Britannica. Available from < https://www.britannica.com/place/Indonesia >. Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford. Tutorial Questions: 1. How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia? 2. How does the cultural diversity of Indonesia make its society complicated, and how does this affect the way journalists work within the country?
2	Tuesday (08.00 AM-12.00 PM)	JPP Seminar 2: Indonesian Media Landscape: A Historical Perspective This session offers an overview of the historical development of the Indonesian media landscape evolution over the years.	Dr Ignatius Haryanto (Member of Aliansi Jurnalis Indonesia, former TEMPO journalist, lecturer at Universitas Multimedia Nusantara) Sofie Syarief (Former Senior Producer at Kompas TV, PhD Student at Goldsmiths, University of London)	Through reputable, recent sources, familiarise yourself with Indonesia's media landscape (including key players and recent developments) and foreign correspondents. Possible sources include, but are not limited to: Required: Syarief, S 2022, The media landscape in Indonesia: The more things change, the more they stay the same, ISEAS-Yusof Ishak Institute. Available from < https://www.iseas.edu.sg/wp-content/uploads/2022/07/ISEAS_Perspective_2022_77.pdf > Optional: Eriyanto & Mutmainnah, N, 2022, 'Indonesia', Media Landscapes. Available from < https://medialandscapes.org/country/indonesia >. Kemp, S 2023, 'Digital 2023: Indonesia', Data Reportal. Available from < https://datareportal.com/reports/digital-2023-indonesia >. Steele, J 2022, 'Indonesia', Reuters Institute. Available from < https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022/indonesia >. Sukmayadi, V 2019, 'The Dynamics of Media Landscape and Media Policy in Indonesia', Asia Pacific Media Educator, vol. 29, no. 1, pp. 58-67. Available from < https://doi.org/10.1177/1326365X19844853 >. Tutorial Questions: 1. How do Indonesia's history and politics influence the country's contemporary media landscape, and how is this different from Australia's media? 2. What are some of the main challenges the media faces in Indonesia, and how do they compare to those in Australia?

#	Date	Title	Speaker/s	Readings
3	Wednesday (08.00 AM-12.00 PM)	JPP Field Trip 1: Visiting KOMPAS Group Student will visit KOMPAS Daily, the oldest Indonesian newspaper. This field trip is meant to provide insights into the historical journey, journalistic practices, technological transformations, and business adaptability of KOMPAS Daily.	KOMPAS Group Team	<p>Through reputable, recent sources, familiarise yourself with national media platforms in Indonesia. And the fieldtrip to Metro TV studio enables studentst to learn about how news channel is operating, both with its advantages and limitations. Possible sources include, but are not limited to:</p> <p>Required:</p> <p>Kompas, E 2020, 'Kompas' Is 55 Years Old', KOMPAS. Available from <https://www.kompas.id/baca/english/2020/06/29/kompas-is-55-years-old>.</p> <p>Optional:</p> <p>Fedesco, HN, Cavin, D, & Henares, R 2020, 'Field-based Learning in Higher Education: Exploring the Benefits and Possibilities', Journal of the Scholarship of Teaching and Learning, vol. 20, no. 1. Available from <https://doi.org/10.14434/josotl.v20i1.24877>.</p> <p>Larsen, C, Walsh, C, Almond, N, & Myers, C 2017, 'The "real value" of field trips in the early weeks of higher education: the student perspective', Educational Studies, vol. 43, no. 1, pp. 110-121. Available from <https://doi.org/10.1080/03055698.2016.1245604>.</p> <p>Wijayanto 2015, 'Old Practice in a New Era: Rasa as the Basis of Self-Censorship in Kompas Daily Newspaper', GSTF Journal of Media Communication, vol. 2, no. 19. Available from <https://doi.org/10.7603/s40874-014-0019-0>.</p> <p>Assignments:</p> <p>Students will be asked to create a 300-word reflective paper on their experiences and observation during the visit to KOMPAS. The paper should include personal reflections, observations, and discussions about Indonesian media company and journalism practices.</p>
4	Thursday (08.00 AM-12.00 PM)	JPP Seminar 3: Chances and Challenges in Foreign Correspondence: Insights from Industry Practitioners This session provides students with real-world insights into the opportunities and challenges of a career in foreign correspondence.	Jessica Washington (Indonesia correspondent for Al-Jazeera) Andini Effendi (Former Foreign Correspondent for Metro TV, CEO of Cauldron Indonesia)	<p>Through reputable, recent sources, familiarise yourself with chances and challenges in foreign correspondence. Potential sources include, but are not limited to:</p> <p>Required:</p> <p>Karadjov, C 2008, 'Foreign Correspondents', The International Encyclopedia of Communication, vol. 5, pp. 1849-1853. Available from <https://doi.org/10.1002/9781405186407.wbiecf036>.</p> <p>Optional:</p> <p>Giotis, C & Hall, C 2023, 'Better Foreign Correspondence Starts at Home: Changing Practice Through Diasporic Knowledge', Journalism Practice, vol. 17, no. 3, pp. 474-491. Available from <https://doi.org/10.1080/17512786.2021.1930105>.</p> <p>Starck, K & Villanueva, E 1993, 'Cultural Framing: foreign correspondents and their work', Ecquid Novi, vol. 14, pp. 3-35. Available from <https://eric.ed.gov/?id=ED351678>.</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none"> 1. What aspects of a career in foreign correspondence do you find particularly intriguing or appealing? How could the experience of reporting from diverse locations contribute to your professional growth and storytelling abilities? 2. From the perspectives outlined by industry practitioners, what skill sets and practices stand out as essential for success in foreign correspondence, and how can you develop these skills during your academic journey?

#	Date	Title	Speaker/s	Readings
Week Two				
5	Monday (08:00 AM–12:00 PM)	JPP Seminar 4: The Impact of Social Media in Indonesian Society This session will examine the role of social media in shaping the dynamics in Indonesian society, to help students understand the influence of social media on political discourse, cultural trends, and societal norms.	Whisnu Triwibowo, PhD (Lecturer at Universitas Indonesia, Jakarta) Farida Susanty, S.Psi., MA (Research Manager at Tirto.id)	Through reputable, recent sources, familiarise yourself with stories on the environment, corruption, and human rights in Indonesia. Possible sources include, but are not limited to: Required: Abrar, A. N. (2020). Environmental Journalism in Indonesia: In Search of Principles and Technical Guidelines. Jurnal Komunikasi: Malaysian Journal of Communication, 36(1), 465–479. Available from < https://doi.org/10.17576/JKMJC-2020-3601-27 > Optional: Gallup. (2012). Corruption Continues to Plague Indonesia. Gallup Center. https://news.gallup.com/poll/157073/corruption-continues-plague-indonesia.aspx Kramer, E. (2013). When news becomes entertainment: Representations of corruption in Indonesia's media and the implication of scandal. Media Asia, 40(1), 60–72. https://doi.org/10.1080/01296612.2013.11689951 Roth, K. (2020, December 21). Indonesia: Events of 2020. Human Rights Watch. https://www.hrw.org/world-report/2021/country-chapters/indonesia Tutorial Questions: 1. Please discuss key points from both speakers 2. Are there similarities between Indonesia and Australia in terms of the media is reporting environment, corruption, and human rights? 3. Would readers in Australia be interested in learning these topics in general? (you can use personal experience too)
6	Tuesday (13:00– 17:00 PM)	JPP Seminar 5: Mobile Journalism Workshop: Mastering Storytelling Through Writing and Audio-Visual Content This session is meant to familiarise students with the essential skills and techniques for crafting engaging stories using mobile journalism tools and to provide hands-on experience in writing compelling narratives and producing high quality audio- visual content through mobile devices.	Alvin Gobulsyah (Senior News Editor at SEA Today, Lecturer at BINUS University) Nuran Wibisono, S.S., M.Sc. (Managing editor at Tirto.id) & Erenn Pratama (Social Media Art Director at Tirto.id)	Through reputable recent sources, familiarise yourself with the future challenges and opportunities of journalism practices in the context of digital era, and understand its implications for the work of foreign correspondents. Possible sources include, but are not limited to: Required: Westlund, O 2013, 'Mobile news: A review and model of journalism in an age of mobile media', Digital Journalism, vol. 1, no. 1, pp. 6–26. Available from < https://doi.org/10.1080/21670811.2012.740273 > [27 October 2023]. Optional: Cox, E 2018, 'Digital storytelling: The rise of multimedia journalism', Medium. Available from < https://medium.com/@EmilyJeanCox/digital-storytelling-the-rise-of-multimedia-journalism-30435179b00c > [30 October 2023]. Perreault, G & Stanfield, K 2019, 'Mobile Journalism as Lifestyle Journalism?', Journalism Practice, vol. 13, no. 3, pp. 331–348. Available from < https://doi.org/10.1080/17512786.2018.1424021 > [30 October 2023].
7	Wednesday (13:00-17:00 PM)	Extracurricular Activity		

#	Date	Title	Speaker/s	Readings
8	Thursday (13:00-17:00 PM)	JPP Field Trip 2: Visit to Kota Tua Jakarta Students will be visiting Kota Tua Jakarta and pitching a story from venues such as Museum Fatahillah, Museum Wayang, and Batavia Cafe.	Jakarta Good Guide Guided Walking Tour (Instagram: @jktgoodguide)	<p>Through reputable and recent sources, familiarise yourself with Kota Tua Jakarta, a cultural heritage comprising the original downtown area of Jakarta. Possible sources include, but are not limited to:</p> <p>Jakarta Travel Guide n.d., Visiting Kota Tua in Jakarta, Jakarta Travel Guide. Available from <https://jakartatravelguide.com/visiting-kota-tua-in-jakarta/> [30 November 2023].</p> <p>Pereira, R 2020, JAKARTA, Indonesia: Charming Kota Tua, the old town, YouTube video, 23 April. Available from <https://www.youtube.com/watch?v=RtqzAk8jUB8> [30 November 2023]."</p> <p>Assignment</p> <p>Students will be asked to create a multimedia presentation (e.g., video, narrative, slideshow, or interactive digital format) that captures the key highlights, discoveries, and personal reflections from the field trip.</p>
9	Friday (13:00-17:00 PM)	JPP Seminar 6: The Future of Journalism and What It Means for Foreign Correspondents This session will anticipate and analyse the future trajectory of the global journalism industry in the context of evolving media landscapes and digital transformations.	Adik Media Roza (Executive Director Katadata Insights Center) TBC	<p>Through reputable recent sources, familiarise yourself with the future challenges and opportunities of journalism practices in the context of the digital era, and understand its implications for the work of foreign correspondents. Possible sources include, but are not limited to:</p> <p>Required:</p> <p>Sambrook, R 2012, Delivering trust: impartiality and objectivity in the digital age. Reuters Institute for the Study of Journalism, Department of Politics and International Relations, University of Oxford. Available from <https://ora.ox.ac.uk/objects/uuid:65d540e2-22e7-4a9c-a766-62c4db2fa4c3>.</p> <p>Optional:</p> <p>Rusdi, F & Rusdi, Z 2020, 'The Role of Online Media Gatekeeper in the Era of Digital Media', Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH), May 2019, pp. 542-544. Atlantis Press, Available from <https://doi.org/10.2991/assehr.k.200515.091>.</p> <p>Souisa, HY 2017, 'Regulating Convergence: Challenges for Contemporary Media in Indonesia', Asian Journal of Media and Communication, vol. 1, no. 1, pp. 35-50. Available from <https://doi.org/10.20885/asjmc.vol1.iss1.art3>.</p> <p>Tutorial Questions:</p> <ol style="list-style-type: none"> 1. With all the changes happening in media landscape and how news is shared, what do you think is the most challenging part for foreign journalist in staying honest and fair when they're reporting on important events for international audiences? 2. How can foreign correspondents employ emerging technologies and tools in news reporting to foster a nuanced understanding among individuals from diverse backgrounds?

Appendix II: Reflective Journal Reading List & Journal Template

Reflective Journal Reading List

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

1. Cross-cultural learning and development readings

Required

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

Indonesia Investments 2020, Politics of Indonesia, Indonesia Investments. Available from <<https://www.indonesia-investments.com/culture/politics/item65>>.

Legge, JD, McDivitt, JF, Leinbach, TR, Mohamad, GR, Wolters, OW & Adam, AW 2020, Indonesia, Encyclopædia Britannica. Available from <<https://www.britannica.com/place/Indonesia>>.

Rush, JR 2018, Southeast Asia: A Very Short Introduction, Oxford University Press, Oxford.

2. Self-reflexive learning

Required

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

Boden, C. J., Cook, D., Lasker-Scott, T., Moore, S., & Shelton, D. (2006). Five Perspectives on Reflective Journaling. *Adult Learning*, 17(1-4), 11-15. Available from: <<https://doi.org/10.1177/104515950601700105>>.

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.

Reflective Journal Template

Work Placement: First Fortnight (Attend Placement Tuesday and Thursday)

Day	Activities	Personal Rewards	Challenges/ obstacles	How can I overcome these?
Mon	◆ E.g. Met team, had induction, read through office style guide.	◆ Had a productive discussion with my mentor about my stories for the week.	◆ E.g. New to the team, feeling shy ◆ Don't know much about my lead story's background (eg. Jakarta slums)	◆ Ask questions, be friendly ◆ 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	◆ Supervisor 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

Friday 19 Jan: Weekly summary

Two long paragraphs to half a page reflecting on your fortnight:

- ◆ In my first fortnight with ORGANISATION NAME, I spent most of my time adjusting to...
- ◆ It's been really different working here compared to when I worked at ORGANISATION NAME in Australia. This is a very different environment I'm looking forward to seeing how an Indonesian organisation operates compared to its Australian counterpart.
- ◆ AUTHOR NAME (Year) argues that newspapers are already a thing of the past. I don't get a sense of that in Indonesia, as I noticed this week that...

Goals for next week:

- ◆ Next fortnight I hope to look up more readings/ meet with my supervisor and ask her more about how she got into the industry and what she thinks are the biggest news items I should look out for...

Sent to Academic Program Officer (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 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?
- ◆ Most enjoyable elements of the experience? Least enjoyable elements of the experience?

Appendix III: Journalism Report Outline

Assessment:

This assignment aims to encourage students to critically examine the dynamic landscape of the Indonesian media, journalism, and communications sector. Drawing from a combination of academic literature, research papers, books, online articles, and their personal internship/work placement experiences, students are expected to delve into the most current and pertinent issues shaping the industry in Indonesia.

The report should consist a maximum limit of 2000 words and provide a comprehensive analysis of the challenges faced by the media industry, innovative strategies being employed, and the overall impact on the country's media landscape.

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

1. The role of digital media and its impact on traditional journalism in Indonesia.
2. Addressing press freedom and media censorship in the contemporary Indonesian context.
3. Exploring the role of netizenship in shaping social media culture and its impact on the Indonesian media and communication practices.
4. Analysing the challenges and opportunities in implementing media ethics and standards in Indonesia.
5. The emergence of data journalism and its relevance in Indonesia's media industry.
6. Investigating the influence of social media on political discourse and public opinion in Indonesia.
7. Assessing the intersection of technology and journalism in the Indonesian media sphere.
8. Understanding the role of media literacy in navigating misinformation and fake news in Indonesia.
9. The dynamics of media ownership and its implications for media pluralism in Indonesia.
10. Investigating the role of investigative journalism in promoting transparency and accountability in Indonesia.

Students are encouraged to select a topic of their choice based on their personal interests and experiences during their internship, ensuring that the chosen topic aligns with the contemporary landscape of the Indonesian media, journalism, and communications sector. They should critically analyse and synthesise information from diverse sources to provide a well-rounded and comprehensive overview of their chosen topic. The report should include an analysis of the current situation, challenges, and potential solutions, as well as recommendations for the future development of the media industry in Indonesia.

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

Learning Outcomes:

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

- ◆ Identify a contemporary media or communications issue in Indonesia, and its related sub-issues;
- ◆ Analyse the history and background context of this issue in Indonesia;
- ◆ Situate the issue in the contemporary Indonesian context, and identify the key stakeholders involved;

- ◆ Critically reflect on the relationship between theory and practice;
- ◆ Identify and analyse how the activities of their practicum Host Organisation relate to this issue; and
- ◆ Offer recommendations or suggestions as to how this issue might be addressed or developed in Indonesia in the future, based on the academic literature and a student's own observations while on the JPP.

Weighting & Grading:

The thematic journalism report is worth 20% of a student's overall participation mark on the JPP program, along with Atma Jaya 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 JPP.

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

Formatting & Referencing:

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

Deadlines:

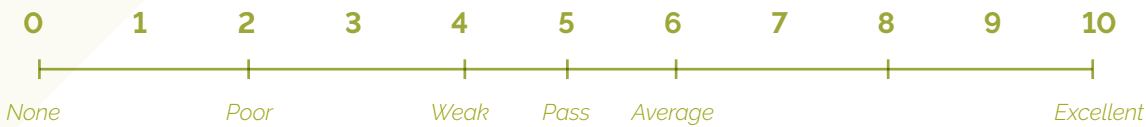
- ◆ Consult with APO on topic selection and suitability no later than: **Friday (week two)**.
- ◆ The essay is due: **11:59pm on Sunday (after the closing ceremony)**.

Appendix IV: Marking Rubrics

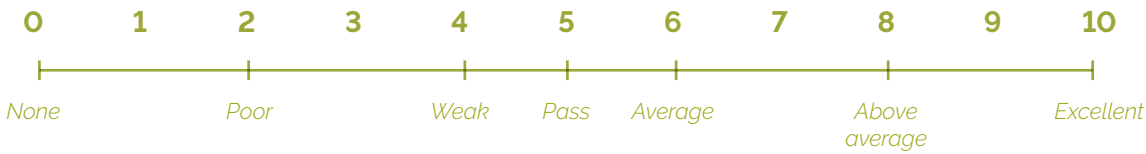
JPP Seminars, Tutorials & Fieldtrips

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

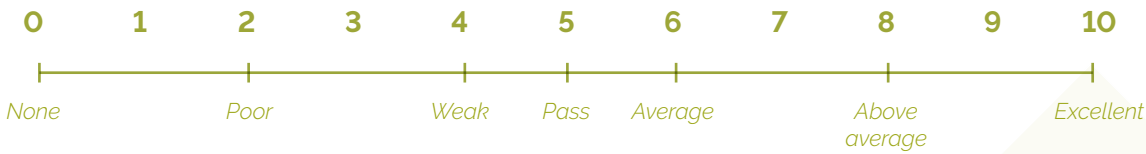
1. **Attendance:** Student consistently attended seminars, tutorials and fieldtrips.



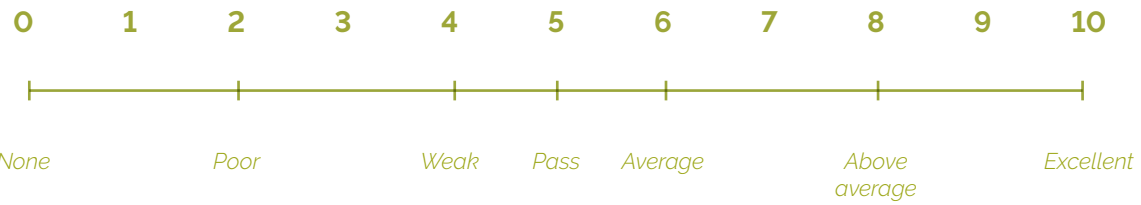
2. **Contribution of Ideas:** Student demonstrates understanding of relevant topics by contributing to discussions with ideas.



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



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



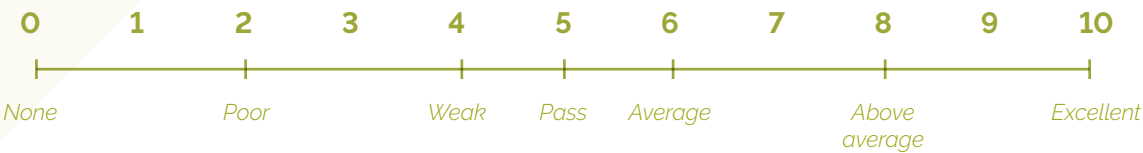
5. **Integration of Experiences and Learning:** Student demonstrated an ability to apply seminar readings to experiences and observations drawn from the program as a whole.



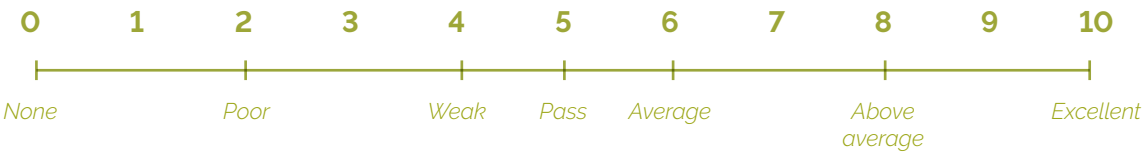
JPP Practicum Placement

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

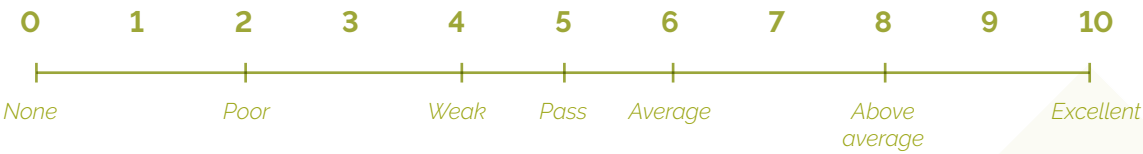
1. Host Organisation's Expectations met: Overall satisfaction with student's performance.



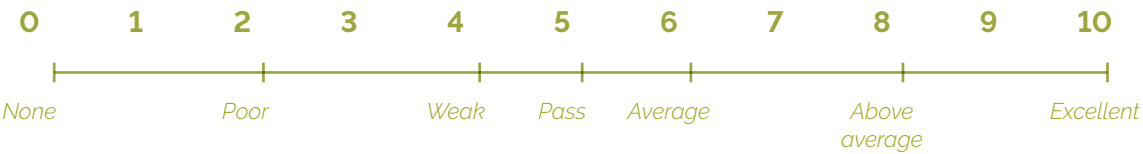
2. Work initiative: Student worked proactively, independently and demonstrated a flexible approach to tasks assigned by Host Organisation.



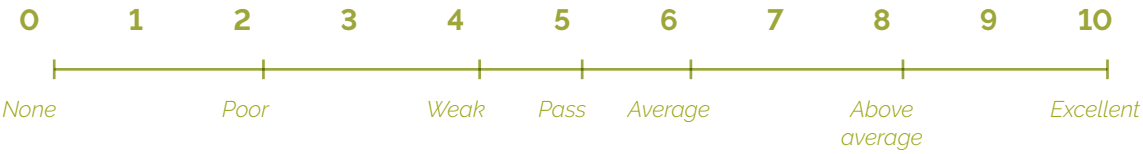
3. Social and intercultural skills: Student demonstrated sound cross-cultural communication skills and the ability to work effectively within a cross-cultural team in the workplace.



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



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



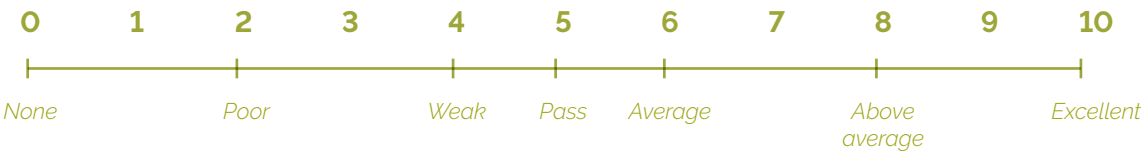
JPP Reflective Journal

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

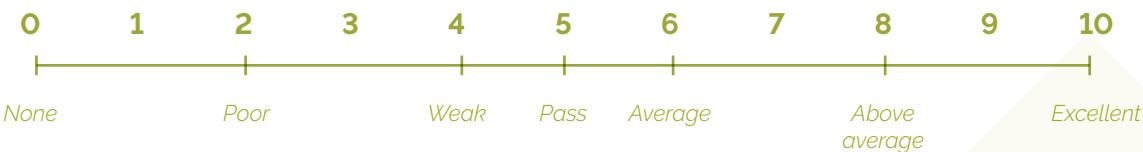
1. **Reflexive practice:** Student demonstrates ability to identify problems encountered in the workplace, to reflect on behaviour and expectations – both their own and that of others – in relation to identified problems in the workplace, and a willingness to modify their own work practice. Student also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



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



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



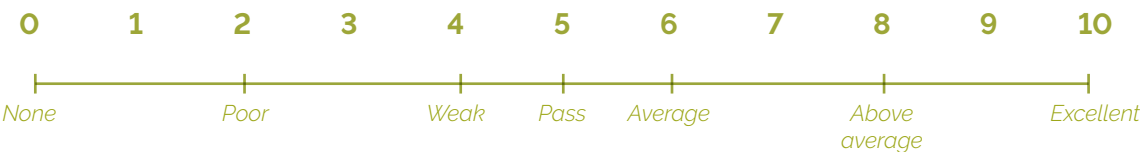
4. **Existing skills:** Student shows ability to draw on pre-existing skills, experience and academic studies in reflecting on experience within Host Organisation workplace during the course of their placement..



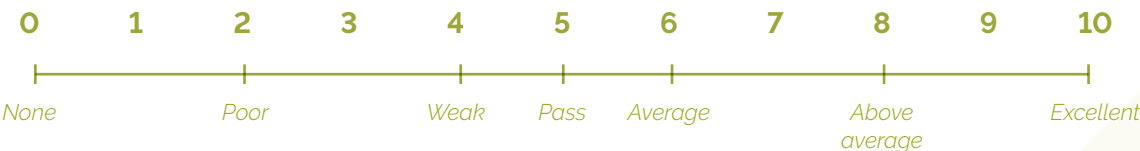
JPP Thematic Research Essay

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

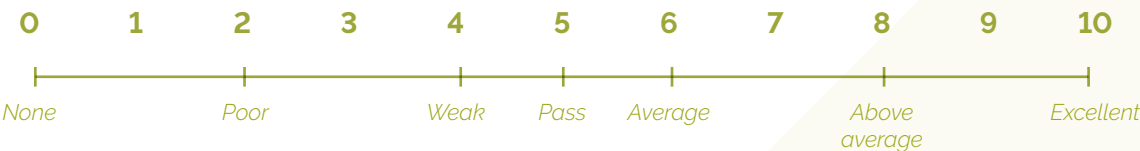
1. **Depth and breadth of knowledge demonstrated:** Student shows a deep understanding of the issue or field of practice being examined, and can situate it within a contemporary Indonesian media context in Indonesia.



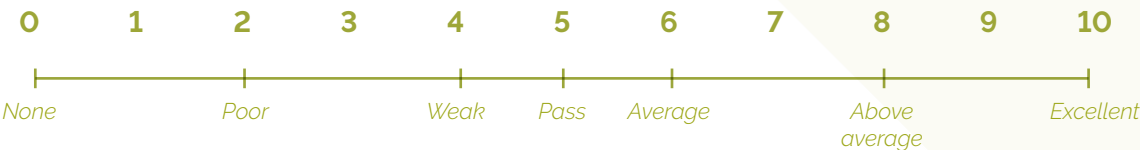
2. **Research:** Quality academic sources used, supporting evidence to back up claims provided, and correct and consistent referencing of all source materials.



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



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



ACICIS Journalism Professional Practicum

Professional Placement Host Organisations



ACICIS Journalism Professional Practicum

Indonesian Partner University



Acknowledgements

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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 JPP 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.

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SYDNEY



THE UNIVERSITY OF
WESTERN
AUSTRALIA



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Study Indonesia