Acicis Course Outline

Journalism Professional Practicum

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Acicis 2025 Journalism Professional Practicum: Course Outline

Program Details

Title	Acicis Journalism Professional Practicum		
Dates	1, 8 & 15 November 2025 (online seminar series) 24 November - 24 December 2025 (in-country)	Credit Points	Recommended equivalency: 50% of a full semester load (0.25 EFTSL). Actual subject weighting and academic credit awarded to be determined by a student's home university.
Location	Jakarta, Indonesia	Mode	Off-Campus

Contact Details

Program Facilitator	Acicis
Website	http://www.acicis.edu.au
Perth Office	Acicis Secretariat
Email	enquiries@acicis.edu.au
Phone Number	+61 8 6488 6675
Academic Program Officer	TBC
Email	TBC
Phone Number	TBC
Acicis Resident Director	Dr Adrian Budiman
Email	a.budiman@acicis.edu.au
Phone Number	+62 274 225 3471
Contact hours	Total Program time commitment: Approximately 300 hours Comprised of approximately: 40 hours of Indonesian language classes 30 hours of seminars and fieldtrips 70 hours of independent study and structured assignments 160 hours of professional placement
Online program description	https://www.acicis.edu.au/our-programs/journalism-and-communication/journalism-professional-practicum-jpp/

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 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 main aims of the JPP are to:
1. Provide students with a practical learning experience with a Professional Placement Organisations in an 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 professional placement mentor at their practicum Professional Placement Organisation who will supervise a student's work within the organisation for the duration of the student's professional 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 working schedule.

Participants will also be allocated a professional placement mentor at their respective Professional Placement Organisation who will supervise a student's work within the organisation for the duration of the student's professional 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 JPP will run from 24 November - 24 December 2025. The structure of the program is as follows:

- 40 hours of intensive Indonesian language classes at Atma Jaya University, designed to give participants basic Indonesian language capacity;
- 30 hours of seminars, tutorials and field trips led by experts and practitioners from Indonesian and international development organisations operating within Indonesia and practitioners of development studies practices in Indonesia; and
- A 160-hour supervised professional placement designed to give participants an English-speaking professional experience within an Indonesian or international development organisation operating within Indonesia.

Professional 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 Professional Placement Organisation requirements in order to assign the student a placement that is appropriate to both student and Professional Placement Organisation.

The JPP Academic Program Officer and Acicis Resident Director manage selection and professional placement allocation. Professional placement organisations are encouraged to provide details in advance of preferred or required candidate skill sets for their workplaces.

Acicis will confer with Professional Placement Organisations prior to confirming students' placements. Professional placement organisations may nominate to review participant qualifications or to arrange an interview over ZOOM 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 an Indonesian workplace;
- Make a valued contribution to the professional placement organisation;
- Enhance employability by increasing awareness of employers' expectations of performance and conduct;
- Enhance their understanding of Indonesian organisational culture;
- Gain first-hand experience of the challenges of intercultural management and communication;
- 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 cross-cultural team player behaviour; and
- Respect diversity in a range of academic and professional environments.

Teaching and Learning Strategies

Students undertake an unpaid professional placement (160 hours) in a work environment in Indonesia under the professional supervision of a Professional Placement Organisation mentor as well as the academic supervision of the Acicis JPP 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 professional placement 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 field trips, as well as the professional placement to satisfactorily complete the program. Without

good reason and the permission of their Professional Placement Organisation mentor, students must attend their placement during all contracted working hours.

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

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

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

Assessment Mechanisms

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

#	Component	Weighting	Notes
1	Indonesian Language Classes	10%	Undertaken at Atma Jaya University - assessments Language administered by Atma Jaya University's Language Teaching

#	Component	Weighting	Notes
			Centre through regular assignments and written tests.
2	Seminar series and Field Trips	10%	Attendance at, and participation, all seminars and field trips organised by Acicis is required. Evidence of familiarity with set readings will be assessed through seminar participation.
3	Professional Placement	40%	Professional placement organisation workplace mentor to submit an evaluation to the JPP Academic Program Officer (APO); APO to gauge performance based on monitoring visits and discussions with Professional Placement Organisation mentor and student.
4	Reflective Journal	20%	Weekly submissions are to be submitted electronically to the APO by **11:59 PM on 5, 12 19 and 24 December**. Evidence of familiarity with set readings will be assessed through reflective journal submissions.
5	Practicum Report	20%	Students are to submit a 2,000 - word report on a contemporary issue within the Indonesian context relevant to their field of study by **11:59 PM on Saturday, 27 December** to be assessed by the APO.

Assessment Component Details

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

1. Indonesian Language Classes (40 hours)

Students are required to attend 40 hours of intensive classes in Indonesian language and culture at Atma Jaya University to develop language skills that will help them operate more effectively in their professional placements and the wider Indonesian community. Students

sit a placement test on the first day of orientation and be placed in Beginner, Intermediate or Advanced Indonesian language classes at Atma Jaya's Language Teaching Centre. 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 percentage mark and grade 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.

2.   Seminar Series and Field Trips (30 hours)

This component of the JPP consists of 6 seminars, 8 tutorials and 2 in-country field trips. Students must attend and participate actively in **a minimum of 80%** of all scheduled seminars, tutorials and field trips. 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 the component is provided in Appendix IV.

3.   Professional Placement (160 hours)

Students undertake a supervised professional placement at a participating Professional Placement Organisation. Required tasks will vary depending on the Professional Placement Organisation. Without good reason and the permission of their Professional Placement Organisation mentor, students must attend their placement during all contracted working hours. Furthermore, students must satisfy both their Professional Placement Organisation and the Academic Program Officer that they have performed all assigned tasks to a satisfactory standard. On completion of the practicum, the Professional Placement 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 the component is provided in Appendix IV.

4.   Reflective Journal: 300 - 500 words (30 hours)

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

To complete the Reflective Journal, students are required to:
- Complete a set of required readings on cross-cultural learning and self-reflective learning. The list of readings is provided at Appendix II.

- Keep a weekly log of activities and duties performed in the workplace during their professional placement to be submitted at the end of each week of the placement to the JPP 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?
    - 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 communication 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 professional placement, and to talk these through with their professional placement 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 on 5, 12, 19 and 24 December**.

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. **Practicum Report: 2,000 words (40 hours)**

Students are required to complete a 2,000-word report on a contemporary issue related to the Indonesian media and journalism sector, to be submitted no later than 11:59pm on Saturday, 27 December 2025. The aim of the report is to encourage students to think critically about contemporary media in Indonesia. 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 practicum report assignment can be found in Appendix III. A marking rubric for this assessment component of the JPP is provided in Appendix IV.

Award of Grade for the Course

Both the student and the student's home university will receive a copy of the JPP Academic Program Officer's Student Outcome Evaluation (SOE) report as well as an official academic transcript from Atma Jaya University. These assessment documents will be sent electronically from the Acicis Secretariat in Perth within six weeks of a student's completion of the program. The home university may choose to award a 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 2, 3, 4 and 5 (seminar series, professional placement, reflective journal, and JPP 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 Intelligency 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, J. D., McDivitt, J. F., Leinbach, T. R., Mohamad, G. R., Wolters, O. W., & Adam, A. W., 2020, 'Indonesia', Encyclopædia Britannica. Available from https://www.britannica.com/place/Indonesia.

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

Self-reflexive learning

Bell, Martha. 1993. "What Constitutes Experience? Rethinking Theoretical Assumptions." *Journal of Experiential Education* 16(1): 19-23.

Boud, D. and Middleton, H. 2003. "Learning from others at work: communities of practice and informal learning." *Journal of Workplace Learning* 15(5): 194-202.

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

Gardner, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brief* 1(1). East Lansing, MI: Michigan State University

McCormick, D.W. 1993. "Critical thinking, experiential learning, and internships." *Journal of Management Education* 17(2): 260-262.

Seminar readings

Edelman Trust Institute 2024, '2024 Edelman Trust Barometer Global Report', Edelman Trust Institute. Available from https://www.edelman.com/sites/g/files/aatuss191/files/2024-02/2024%20Edelman%20Trust%20Barometer%20Global%20Report_FINAL.pdf.

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

Flew, T., 2024, 'How a news levy on big tech can save Australian journalism', The New Daily. Available from https://www.thenewdaily.com.au/life/media/2024/10/15/media-journalism-levy.

Grana, R., 2024, 'Today I Learned: Why Filipino Voters End Up Choosing the Wrong Leaders', Esquire. Available from https://www.esquiremag.ph/politics/today-i-learned-filipino-voters-a7921-20240928-lfrm?s=09sk4be3kdhn7pmm09eiqp8fg1.

Haryanto, I., 2024, 'Why Indonesia's young people are swiping off the news', 360info. Available from https://360info.org/why-indonesias-young-people-are-swiping-off-the-news/.

Jallianti, N., & Idris, Ika K., 2019, 'Fake News and Elections in Two Southeast Asian Nations: A Comparative Study of Malaysia General Election 2018 and Presidential Election 2019', Advances in Social Science, Education, and Humanities Research, vol. 367, pp. 138-148 Kemp, S., 2023, 'Digital 2023: Indonesia', Data Reportal. Available from https://datareportal.com/reports/digital-2023-indonesia.

Khan, L., & Idris, Ika K., 2019, 'Recognise misinformation and verify before sharing: a reasoned action and information literacy perspective', Behaviour and Information Technology, pp. 1-19. Available from https://doi.org/10.1080/0144929X.2019.1578828.

Ledford, H., 2024, 'How Social Media Could Sway Elections in 2024', Nature, vol. 626, pp. 463-464.

Martin, F., 2024, 'Do bargaining codes have a future?', Public Media Alliance. Available from https://www.publicmediaalliance.org/do-bargaining-codes-have-a-future/.

Newman, N., 2022, 'Overview and key findings of the 2022 Digital News Report', Reuters Institute. Available from https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022/dnr-executive-summary.

Perry, S., & Egan, Patrick J., 2024, 'NBC News Exit Poll: Voters express deep concern about America's democracy and economy'. Available from https://www.nbcnews.com/politics/2024-election/nbc-news-exit-poll-voters-express-concern-democracy-economy-rcna178602.

Sari, Angguntari C., 2024, 'Indonesians head to polls amidst concerns over declining democracy, election integrity, and vote buying', The Conversation. Available from https://theconversation.com/indonesians-head-to-polls-amid-concerns-over-declining-democracy-election-integrity-and-vote-buying-221067.

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.

Syafruddin, Syahriah, R., & Andre, 2023, 'Realizing Justice for Conventional Media in Indonesia through Publisher Rights', Neoclassical Legal Review: Journal of Law and Contemporary Issues, vol. 2, no. 2, pp. 85-90.

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/.

Nurbaya, S. (2024). The State of Indonesia Forest 2024: Towards Sustainability of Forest Ecosystem in Indonesia. Ministry of Environment and Forestry of the Republic of Indonesia. Retrieved from https://statistik.menlhk.go.id/sisklhkX/assets/publikasi/file/SoIFo%202024_B5_ENG%2007.14.24.pdf.

Field trip readings

CNN Press Room. 'CNN Worldwide Fact Sheet'. Available from https://cnnpressroom.blogs.cnn.com/cnn-fact-sheet/.

Reuters Institute. 'Indonesia'. Available from https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2024.

Appendix I: Seminars, Tutorials and Field Trips

#	Date	Title	Speakers	Readings
Week One (Online)				
1	1 Nov	**Seminar 1:** **Introduction to Indonesia (Plenary - All Program** This seminar will introduce students to Indonesia's history, politics, society and culture	TBC	**Required** 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 2021. Indonesia. Available from: *https://www.cia.gov/the-world-factbook/countries/ indonesia/*. Indonesia Investments n.d. Politics of Indonesia. Available from: *https://www.indonesia-investments.com/culture/ politics/item65*. Legge, J, McDivitt, J, Leinbach, T, Mohamad, G, Wolters, O & Asvi, A 2021, '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 Discussion** *How does Indonesia's history, politics, society, and culture differ from other countries, particularly Australia?*
Week two (Online)				
2	8 Nov	**Seminar 2:** **Indonesian Media Landscape: A Historical Perspective** This session offers an	TBC	**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/* **Optional:** Eriyanto & Mutmainnah, N, 2022, 'Indonesia', Media Landscapes. Available from *https://medialandscapes.org/country/indonesia*.

#	Date	Title	Speakers	Readings
		overview of the historical development of the Indonesian media landscape evolution over the years.		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** *How will the future of media in Indonesia differ from that of other countries?* *Can Indonesia explore alternative ways to raise money for media financing?*
Week Three (Online)				
3	15 Nov	**Seminar 3:** **Out of the Loop: Why Young People Are Tuning Out the News** News had been delivered in a manner that fails to appeal to young people. Many found	TBC	**Required:** Haryanto, I., 2024, 'Why Indonesia's young people are swiping off the news', 360info. Available from *https://360info.org/why-indonesias-young-people-are-swiping-off-the-news/*. **Recommended:** Edelman Trust Institute 2024, '2024 Edelman Trust Barometer Global Report', Edelman Trust Institute. Available from *https://www.edelman.com/sites/g/files/aatuss191/files/2024-02/2024%20Edelman%20Trust%20Barometer%20Global%20Report_FINAL.pdf*. Newman, N., 2022, 'Overview and key findings of the 2022 Digital News Report', Reuters Institute. Available from

#	Date	Title	Speakers	Readings
		that reading or hearing hard news can be too depressing and even create anxiety. As a result, there has been a noticeable decline trend in news interest and a rise in news avoidance		https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2022/dnr-executive-summary. **Tutorial Discussion** *How can we attract younger audiences to become news consumers?* *Should we completely rely on social media, since that's where people are, instead of creating our own platform?*
Week Four (In-Country)			
4	24 Nov	**Seminar 4:** **Misinformation and Fake News Are on the Run** In Indonesia, false claims about vaccines, treatments, and the virus itself have been widespread, causing confusion and fear. During	TBC	**Required:** Ledford, H., 2024, 'How Social Media Could Sway Elections in 2024', Nature, vol. 626, pp. 463-464 **Optional:** Jallianti, N., & Idris, Ika K., 2019, 'Fake News and Elections in Two Southeast Asian Nations: A Comparative Study of Malaysia General Election 2018 and Presidential Election 2019', Advances in Social Science, Education, and Humanities Research, vol. 367, pp. 138-148. Khan, L., & Idris, Ika K., 2019, 'Recognise misinformation and verify before sharing: a reasoned action and information literacy perspective', Behaviour and Information Technology, pp. 1-19. Available from https://doi.org/10.1080/0144929X.2019.1578828. **Tutorial Discussion**

#	Date	Title	Speakers	Readings
		natural disasters, misinformation often circulates. This includes false warnings and exaggerated reports, which can cause panic and hinder effective response efforts. Social issues, including ethnic and religious tensions, are also fertile ground for misinformation. False information can exacerbate these divisions and lead to conflict. Conspiracy theories about government actions and		*What are the roles of credible media and journalism to combat misinformation and fake news?* *Do you think it is worth debunking misinformation and fake news, considering that most of them occur after events, when the damage has already been done?* *How does misinformation spread in Indonesia? What are the main platforms and channels?* *What are some notable examples of misinformation in Indonesia, and how were they addressed? What lessons can be learned from these cases?* *What future trends in misinformation should we be aware of? How can we prepare for and counter these trends?*

#	Date	Title	Speakers	Readings
		secret societies gain traction quickly. These theories, although lacking evidence, can significantly influence public opinion and behaviour.		
5	25 Nov	**Field Trip 1** **CNN Indonesia** Students will visit CNN Indonesia's online newsroom and TV newsroom, studios, control room (gallery) and other supporting department to news operations. They will also spend time to discuss the	TBC	**Required:** CNN Press Room. 'CNN Worldwide Fact Sheet'. Available from _https://cnnpressroom.blogs.cnn.com/cnn-fact-sheet/_. Reuters Institute. 'Indonesia'. Available from _https://reutersinstitute.politics.ox.ac.uk/digital-news-report/2024_. **Tutorial Discussion** _CNN is a global brand, how do you approach your audience locally?_ _In the business of journalism, how does CNN balance profitability with journalistic integrity? Has your international brand helped you gain a better market position in Indonesia?_ _How do you deal with the low number of audiences?_ _Does the report from Reuters/Oxford help you in doing journalism?_

#	Date	Title	Speakers	Readings
		theme with CNN Indonesia senior journalists.		
6	26 Nov	**Seminar 5:** **Social Media vs Mainstream Media: Who Took the Democracy Prize Home?** Understanding the interplay between legacy and mainstream media is essential. Legacy media provides depth and reliability, serving as a counterbalance to the rapid, but often less vetted, information disseminated through social media. Balancing	TBC	**Required:** Sari, Angguntari C., 2024, 'Indonesians head to polls amidst concerns over declining democracy, election integrity, and vote buying', The Conversation. Available from _https://theconversation.com/indonesians-head-to-polls-amid-concerns-over-declining-democracy-election-integrity-and-vote-buying-221067_. **Optional:** Grana, R., 2024, 'Today I Learned: Why Filipino Voters End Up Choosing the Wrong Leaders', Esquire. Available from _https://www.esquiremag.ph/politics/today-i-learned-filipino-voters-a7921-20240928-lfrm?s=09sk4be3kdhn7pmm09eiqp8fg1_. Perry, S., & Egan, Patrick J., 2024, 'NBC News Exit Poll: Voters express deep concern about America's democracy and economy'. Available from _https://www.nbcnews.com/politics/2024-election/nbc-news-exit-poll-voters-express-concern-democracy-economy-rcna178602_. **Tutorial Discussion** _Voters often focus on current issues rather than advocating for democracy, which some may view as impractical. Can the media contribute a role in defending democracy? (Many people tend to overlook candidates' backgrounds as long as they can provide for their daily necessities)?_

#	Date	Title	Speakers	Readings
		the strengths of both can enhance democratic engagement, ensuring a well-informed public capable of critical thinking and active participation in democratic processes. This nuanced understanding is vital for crafting strategies that leverage the benefits of both media types while mitigating their respective weaknesses.		
7	27 Nov	**Field Trip 2:** **SEA Today** Students will visit newsroom,	TBC	**Required:** SEA Today. Available at _https://seatoday.com/_. **Tutorial Discussion** _How do you maintain editorial independence while being funded by the government?_

#	Date	Title	Speakers	Readings
		studios, control room (gallery) and other supporting department to news operations. They will also spend time to discuss the designated theme; "Government-funded news outlet and editorial independence" with SEA Today senior journalists.		*How does public perception of government-funded media influence your reporting?*
8	28 Nov	**Seminar 6:** **Publisher Rights and Bargaining Code: A Path to Sustainable Media Business** The Publishers' Rights regulation was issued to support	TBC	**Required:** Martin, F., 2024, 'Do bargaining codes have a future?', Public Media Alliance. Available from *https://www.publicmediaalliance.org/do-bargaining-codes-have-a-future/*. **Optional:** Flew, T., 2024, 'How a news levy on big tech can save Australian journalism', The New Daily. Available from *https://www.thenewdaily.com.au/life/media/2024/10/15/media-journalism-levy*. Syafruddin, Syahriah, R., & Andre, 2023, 'Realizing Justice for Conventional Media in Indonesia through Publisher Rights',

#	Date	Title	Speakers	Readings
		quality journalism and ensure fair compensation for media companies. The regulation mandates digital platform companies to support quality journalism. The News Media Bargaining Code aims to address the bargaining power imbalance between digital platforms and Australian news businesses.		Neoclassical Legal Review: Journal of Law and Contemporary Issues, vol. 2, no. 2, pp. 85-90 **Tutorial Discussion** *Governments in Indonesia and Australia have tried to balance the ease of doing business with quality journalism. Can these two policies be successful in both countries?*

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 in the three thematic areas: cross-cultural learning and development, self-reflexive learning, and introduction to Indonesia. 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, J. D., McDivitt, J. F., Leinbach, T. R., Mohamad, G. R., Wolters, O. W., & Adam, A. W., 2020, 'Indonesia', Encyclopædia Britannica. Available from https://www.britannica.com/place/Indonesia.

Rush, J. R., 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.

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, Phil, Linda Gross, and Inge Steglitz 2008. "Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies." *Collegiate Employment Research Institute (CERI) Research Brie*f 1(1). East Lansing, MI: Michigan State University

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

Reflective Journal Template

Work Placement: Week One

Day	Activities	Personal Rewards	Challenges/Obstacles	How can I overcome these?
Mon 1 Dec	E.g Met team, had induction, read through trading reports	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
Tue 2 Dec	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 3 Dec	Sent project to supervisor for feedback	Supervisor was happy with project status Feeling more comfortable in my new environment	Communicating in Indonesian	Practice
Thu 4 Dec	Project related meeting	My project was accepted	Traffic made it hard to get to work	Ask colleagues/students for other/better options
Fri 5 Dec	**Weekly summary** Two long paragraphs to half a page reflecting on your week: • In my first week with 'Professional Placement Organisation/Company', I spent most of my time adjusting to. • It's been really different working here compared to when I worked with 'Business 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) newspapers are already a thing of the past. I don't get a sense of that in Indonesia, as I noticed this week that…			

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

Sent to JPP Academic Program Officer?
Yes, Friday, 5 December

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 practice in light of feedback; and
- Reflection on overall work experience and their expectations.

Overall students should reflect on:
- The degree to which you were able to draw on your existing skills and experience? What knowledge did you gain during the placement?
- How did you feel you related to staff at your professional placement 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 encountered while working at your professional placement organisation? 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 ways 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 JPP?
- What were the most enjoyable elements of the experience? What were the least enjoyable elements of the experience?

Appendix III: Practicum 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 of 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 should choose **one** of the topics below to serve as the basis for their Practicum Report:*

1. Analyse how the media has influenced Indonesia's political landscape over the years.
2. Discuss the evolution of press freedom in Indonesia and its impact on journalism.
3. Examine the impact of Indonesia's colonial history on its current journalism practices.
4. Why young people in Indonesia avoid the news and how it affects their engagement with the media.
5. Assess the effects of misinformation on public trust in the media in Indonesia.
6. Compare the contrast between the influences of social media influencers and traditional media journalists in Indonesia.
7. Discuss the role of media in Indonesia's democratic processes and its effectiveness.
8. Explore the economic challenges faced by Indonesian media outlets and propose possible solutions.
9. Review regulatory frameworks governing publishers rights in Indonesian and their implications.
10. Investigate how social media is used as a tool for political activism in Indonesia,

Students are encouraged to select a topic of their choice based on their personal interests and experiences during their professional placement, 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 practicum 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 practicum report is worth 20% of a student's overall participation mark on the JPP program, along with language classes (10%), seminar and field trip attendance (10%), reflective journal (20%) and professional placement (40%). In accordance with Acicis' final grading of 'Satisfactory' or 'Unsatisfactory', the practicum report will be graded on a 'pass/fail' basis with extensive feedback provided by the BPP Academic Program Officer on a student's 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 BPP.

Students are advised to consult with the JPP Academic Program Officer by the end of the two-week academic program (language classes and seminar series) regarding topic selection and suitability to individual JPP placements. Please do this by: **Friday, 5 December 2025.**

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 the 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, 5 December 2025.**
- The JPP practicum report is due: **11:59, Sunday, 27 December 2025.**

Appendix IV: Marking Rubrics

Seminars and Field Trips

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 40% of total program assessment)

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

Professional Placement

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/50 (Represents 50% of total program assessment)

1. **Professional placement organisation's Expectations met:** Overall satisfaction with student's performance.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

3. **Social and intercultural skills:** Student demonstrated sound cross-cultural communication skills and cross-cultural teamwork behaviour in the workplace.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

Reflective Journal

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/40 (Represents 20% 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.

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

JPP Report

Student Name	
Date	
professional placement organisation	
Academic Program Officer	
Final Mark for component	/40 (Represents 20% of total program assessment)

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

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

None		Poor		Weak	Pass	Average		Good		Excellent
0	1	2	3	4	5	6	7	8	9	10
☐	☐	☐	☐	☐	☐	☐	☐	☐	☑	☐

Acicis Journalism 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