

A Project
On Information and Communication Technology and Values
Education entitled:

“How can
E-Learning help transform
teaching practices in
Indonesia?”

Jakarta, May 10th , 2006
By **Herlina Surbakti**

Introduction

At the beginning of 2004 an ex-classmate of mine, who is now working for the State Department in the USA, met the International Educational and Resources Network Country Coordinator for Indonesia. The Coordinator happened to be the secretary of someone influential at the Indonesian Ministry of Education. My friend recommended me to the lady to help train the iEARN teachers. Since then, I have been working as a volunteer during weekends and holidays to train the trainers under the iEARN program in collaboration with the Indonesian National Commission of UNESCO office. The first training was done for 72 contact hours spread in three months from early March to mid-May of 2004, meeting the teachers only once a week. Most of the participants were English teachers involved in the iEARN program at schools with computer labs and Internet access.

The units covered were:

- 1. Lifelong Guidelines/Life Skills of Susan Kovalik's Integrated Thematic Instruction;**
- 2. Multiple Intelligence/Learning Styles**
- 3. Habits of Mind;**
- 4. Collaborative and Cooperative Learning;**
- 5. Inquiry Based Learning/Project Based Learning;**
- 6. Performance Assessment/Rubric and Checklist**
- 7. The Writing Process.**

Since then, the trainings have evolved to a more comprehensive project that includes teachers throughout Indonesia who travel to Jakarta with funds provided by the Ministry. We have had to adjust our activities and compress the activities into 36 hours; we therefore have eliminated the final session, the Writing Process. In every course, the feedback we received was that the amount of time spent on the topic was too short. Participating in this E-Moderating course has inspired me extend the sessions at the workshop through an online environment

I. Part one is Face-to-Face sessions:

- 1. Lifelong Guidelines/Life Skills of Susan Kovalik (ITI);**
- 2. Multiple Intelligence;**
- 3. Habits of Mind;**
- 4. Collaborative and Cooperative Learning.**
- 5. Inquiry Based Learning. (to be continued on-line)**
- 6. Project Based Learning. (to be continued on-line)**

II. Part two is online sessions:

1. **Inquiry Based Learning**
2. **Project Based Learning;**
3. **Performance Assessment/Rubric and Checklist**
4. **Process Writing.**

Since most of the teachers in Indonesia still practice traditional approaches to teaching, it is critical that the participants meet the trainer face-to-face before going online. This will add to their comfort level and help them gain trust in the trainer and their peers. Another important point is the fact that the teachers should reach an understanding of the first four topics before they are introduced to the next three.

Summarize the theme or "big ideas" for this project.

The system in Indonesian education has always been a Traditional education environments where the focus almost exclusively on the cognitive domain paying less attention to the physical and socio-emotional domain. It is content and teacher centered, with the teacher focused on giving out information about "what is known." The students are the receivers of information and the teacher are expected to now all the answer to all problems. For decades the students have ranked our students based on the traditional test where 'items are often multiple-choice, matching, or true/false. Items test passive knowledge. *Students are merely required to recognize the correct answer, not to produce it*'. Source: *The ERIC Review Vol. 6 Issue 1 Fall 1998*. Ten students in a class have always been labeled the smartest and the other 30 or more are stupid. They were referred to as 'stupid' by both parents and teachers. In doing so we killed our student's motivation to learn. According to Jere Brophy (1987), motivation to learn is a competence acquired "through general experience but stimulated most directly through modeling, communication of expectations, and direct instruction or socialization by significant others (especially parents and teachers)."

However, in the last two years or so things had changed. The Indonesian Ministry of Education now has just withdrawn the ranking system. The ministry has been helped by the British experts in transforming the curriculums in Jakarta. It is now a Competency Based Curriculum. In this new curriculum there are rooms now for the local governments to have an input into the local curriculum. These new information has reaching the teachers in other provinces but they don't have a clue on how to implement the new curriculum in the classroom. I believe that to help speeding o up the process of change could be done through E-Learning. I know for sure that in the big cities there are a lot of internet café. My aim is to communicate with teachers in the cities.

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The world has changed drastically. We are now living in the Era where we need not just competitive skill but also cooperative and collaborative skills in order to catch up and adapt with the progress of Informational technology. *In 1859 Charles Darwin wrote that evolution requires one to adapt or die. Those who don't adapt become extinct. To stay competitive and make timely decisions we, too, must evolve. We must adapt. We must learn (Marcia L. Conner, 1995) to produce adaptable students we must include Inquiry, collaborative and cooperative, interdependent learning situations along with competitive and individualistic learning situation. We must prepare our students to be flexible so they can recognize and adapt to cooperative-collaborative and competitive and individualistic social interaction situations. "The collaborative nature of the investigation enhances all of these valuable experiences ... as well as promotes a greater appreciation for social responsibility (Scott, 1994)."*

Map the Project

Look at one major product for the project and analyze the tasks necessary to produce a high-quality product. What do participants need to know and be able to do to complete the tasks successfully? How and when will they learn the necessary knowledge and skills?

	Knowledge and Skills Needed	Taught Before The Project	Taught During The Project	Time frame
1.	Lifelong Guidelines/Life Skills of Susan Kovalik (ITI)	yes		21hrs
2.	Multiple Intelligence and Learning Styles	yes		14 hrs
3.	Habits of Mind	yes		5 hrs
4.	Collaborative and Cooperative Learning	yes		21 hrs
5.	Inquiry Based Learning	Yes	Cont'd Online	8 hrs/two weeks
6.	Project Based Learning	Yes	Cont'd Online	18hrs/two weeks
7.	Assessment		On-line	two weeks

Identify key skills participants will practice in this project. List only those skills you plan to assess (two to four per project).

1.	Collaboration and Cooperation
2.	Initiative.
3.	Courage
4.	Responsibility

	Identify the habits of mind that participants will practice in this project
1.	Listening To Others—With Understanding and Empathy
2.	Questioning and Posing Problems
3.	Applying Past Knowledge to New Situations
4.	Thinking and Communicating with Clarity and Precision

Unit I: Inquiry Based Learning.

Objectives:

The participants will be able:

- 1. To differentiate between the traditional approach and Inquiry-based learning approach to teaching and the role of teacher and the role of students.**
- 2. To develop the skills in order to teach students to be able to problem solve and think critically.**
- 3. To grapple with new ethical practical uses and understand the complexity of modern life.**
- 4. To implement Inquiry- based Learning for all subjects.**

Craft the Driving Question

State the essential question or problem statement for the project. The statement should encompass all project content and outcomes, and provide a central focus for student inquiry

Traditional teacher centered approach to learning is focused on mastery content, with less emphasis on the development of skills and the nurturing of inquiring attitude.

The current system in Indonesian education is content and teacher centered, with the teacher focused on giving out information about “what is known.” The students are the receivers of information and the teacher knows it all. The assessment of the learner is focused on the importance of “one right answer” On the other hand the inquiry approach is more focused on using and learning content as a means to develop information-processing and problem solving skills. The role of the teacher is as a facilitator of learning.

Look back at your own experience as a learner and as a teacher.

Driving Question:

1. How would you describe a good teaching practice?
2. What are the roles of the students and what are the roles of the teacher?
3. Read the site below and how much is this relevant to your context?
<http://www.thirteen.org/edonline/concept2class/inquiry/index.html>
<http://www.youthlearn.org/learning/approach/inquiry.as>

Assignment: Make a Curriculum Wheel

Unit II: Project Based Learning

Objective:

The participant will be able to:

- develop a project idea
- decide the scope of the project
- craft the driving question
- map the project
- managed the process

Craft the Driving Question

“Project Based Learning” with backward Design is not something that we practiced in the teaching and learning in Indonesian schools. Therefore there is a need to train teachers to be familiar with Project Design “Begin with the End in Mind” so the teachers will be able to help the students to develop skills of an independent learner - that is promoting student’s self-management and self-direction. Project Based Learning has the potential to increase s student’s feeling of responsibility for, and control over, he/his own learning. Recently, two reviews have summarized more than 20 years of evaluations of PBL in medical education (Albanese & Mitchell, 1993; Vernon & Blake, 1993). These studies show that medical students in PBL programs perform as well as students in traditional programs on conventional tests of knowledge. In addition, PBL medical students do better on tests of clinical problem-solving skills. Mean while at the other end of the schooling spectrum, there have been positive findings from research on the project approach in early childhood and elementary education (Katz, 1994; Chard, 1992). Students who are allowed to define their own learning goals will be more engaged in learning. Teacher can involve students in this process by helping them create their project assignment

Driving Question:

1. How do you describe context related to this article?
<http://www.edutopia.org/modules/PBL/whypl.php>

And the following and discuss.

http://www.techlearning.com/db_area/archives/TL/2003/01/project.html

2. To plan a Project you need to train the students to make High Level Thinking Question. How would you describe a high level thinking question and write some example.

<http://cs1.mcm.edu/~awyatt/csc3315/bloom.htm>

<http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

3. Please read these following sites. How would you modify this to fit your context? Discuss.

<http://edtech.boisestate.edu/fipse/ProjectPlanning/projectplanningform.htm>

<http://www.bie.org/pbl/resources/index.php>

<http://www.learn-canada.org/guideontheside.html>

Assignment: To Plan a Project

Unit III: Performance/Alternative/Authentic Assessment

Objective:

Participants will be able to:

- **Identify performance assessment as oppose to traditional assessment.**
- **Make rubrics and checklists, in turn they will be able to involve and help students to create their own assessment tool.**
- **Plan the assessment for the project.**

Craft the Driving Question

Most of the time the teaching and learning process is still traditional and teachers centered. And so the assessment is also still traditional including the standardized assessment from the central government. On the other hand on PBL the assessment is expected a performance assessment. Therefore the teachers need to understand the difference between traditional and performance assessment; and able to make assessment tools (rubric and checklist) of each project.

Driving Question:

1. As a learner and teacher how have you experienced assessing the student learning outcome?
2. In your context what is the function of assessment to learning?
3. How will this change in PBL?
4. Compare sources of information used in both traditional and Project Based Learning. In both approaches do you think plagiarism is a problem? How would you conduct a fair assessment to a performance?

<http://pblmm.k12.ca.us/PBLGuide/pblresch.htm>

<http://www.ed.gov/pubs/SER/Technology/ch8.html>

<http://www.college.hmco.com/education/pbl/tc/assess.html#1>

<http://pblchecklist.4teachers.org/> (checklist)

<http://rubistar.4teachers.org/index.php> (rubrics)

Assignment: To make a rubric and a Checklist for the Project.

Plan the Assessment:

1. Product: A Curriculum Wheel
Criteria: at least covering five subject area
2. Product: To plan a project
Criteria: Clear concept and good driving questions

3. Product: A rubric for the project
Criteria: 4 scales and 6+1 traits categories
4. Product: A checklist for the project
Criteria: At the most 7 categories.
5. Product: Reflection
Criteria: 3,000 words

**Resources:
On Line**

1. Using Multiple Intelligences

<http://www.4teachers.org/projectbased/intell.shtml>

2. Involving Students in Checklist Creation

<http://www.4teachers.org/projectbased/students.shtml>

3. What does research say about outcomes from Project Based Learning

<http://pblmm.k12.ca.us/PBLGuide/pblresch.htm>

http://www.bie.org/index.php/site/PBL/overview_pbl/

4. Technology Supports for Project-Based Learning

<http://www.ed.gov/pubs/SER/Technology/ch8.html>

6. The Guide on the Side

<http://www.learn-canada.org/guideontheside.html>

7. What Is the Collaborative Classroom?

http://www.ncrel.org/sdrs/areas/rpl_esys/collab.htm

8. What are cooperative and collaborative learning?

<http://www.thirteen.org/edonline/concept2class/coopcollab/index.html>

9. Introduction to Project Based Learning

<http://www.bie.org/pbl/pblhandbook/intro.php>

10. Instructional Module Project Based Learning

<http://www.edutopia.org/modules/PBL/whypl.php>

11. Project Planning Form

<http://www.edutopia.org/modules/PBL/whypl.php>

12. U.K. SUPPORTING EDUCATION GROWTH ACROSS INDONESIA

http://www.bsn.org.uk/view_all.php?id=11573

14. A whitepaper on adult education in the information age
WAVE TECHNOLOGIES INTERNATIONAL, INC.

PICTURES:

Training Of the Trainers under the iEARN program in collaboration with the Indonesian National Commission of UNESCO office in Jakarta.



The Training of the Elementary School Teachers in Meulaboh, Aceh after the TSUNAMI in 2004

