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# Values Education and Global Citizenship: Towards the Achievement of Sustainable Development Goals and Humanity **[Study Case: INDOPED Project]**

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# The Europe 2020 Strategy

## EU's Agenda for Growth and Jobs



### Targets:

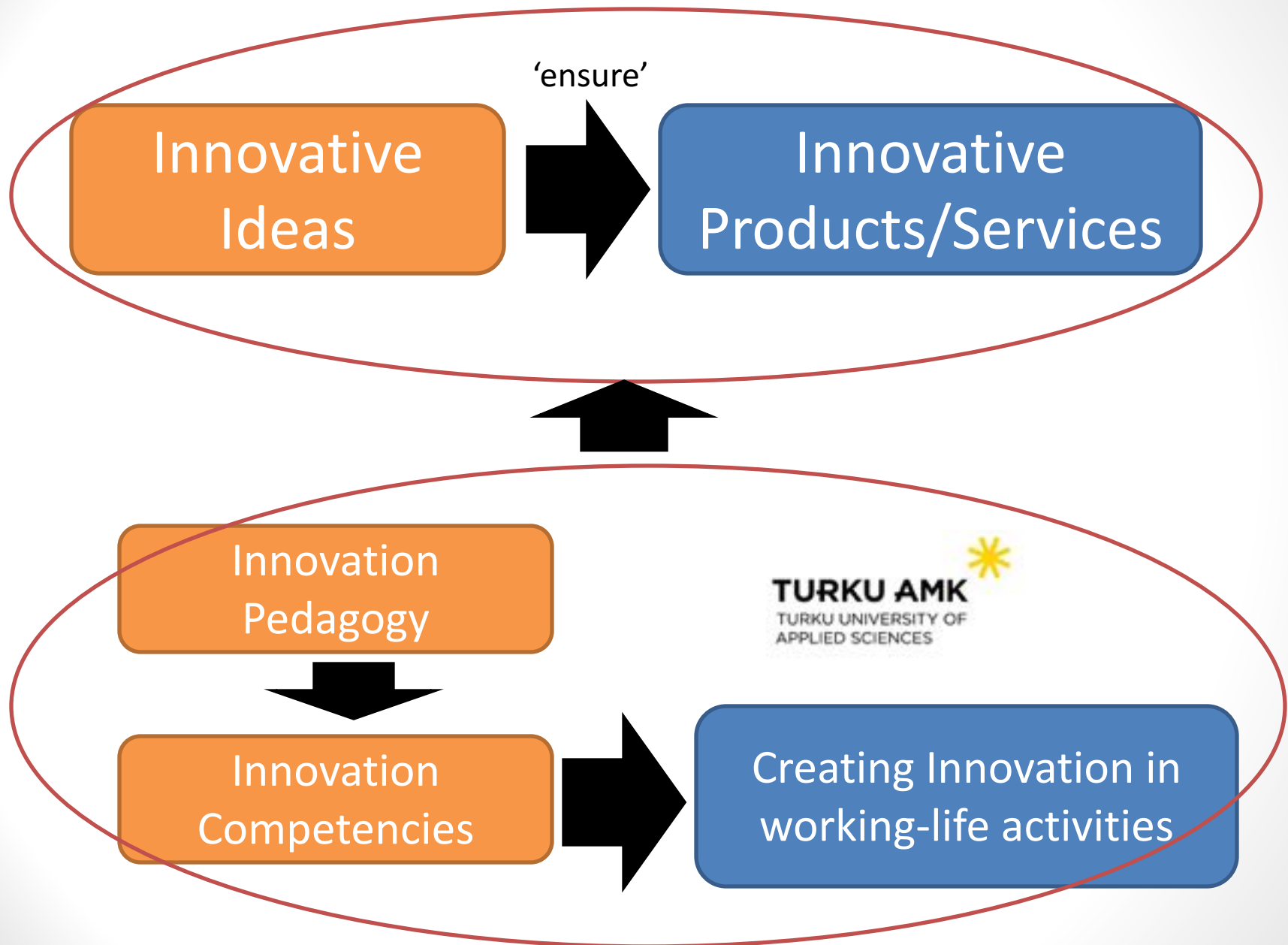
- Employment: 75% of people aged 20–64 to be in work
- R&D Investment: 3% of the EU's GDP
- Climate change and energy
  - greenhouse gas emissions 20% lower than 1990 levels
  - 20% of renewables energy
  - 20% increase in energy efficiency
- Education
  - rates of early school leavers below 10%
  - at least 40% of people aged 30–34 having completed higher education
- Poverty and social exclusion
  - at least 20 million fewer people in – or at risk of – poverty/social exclusion



### Key Features:

Mutually reinforcing  
“Research,  
Development, and  
Innovation” to create  
jobs, help  
employability, reduce  
poverty, and provide  
cleaner technology

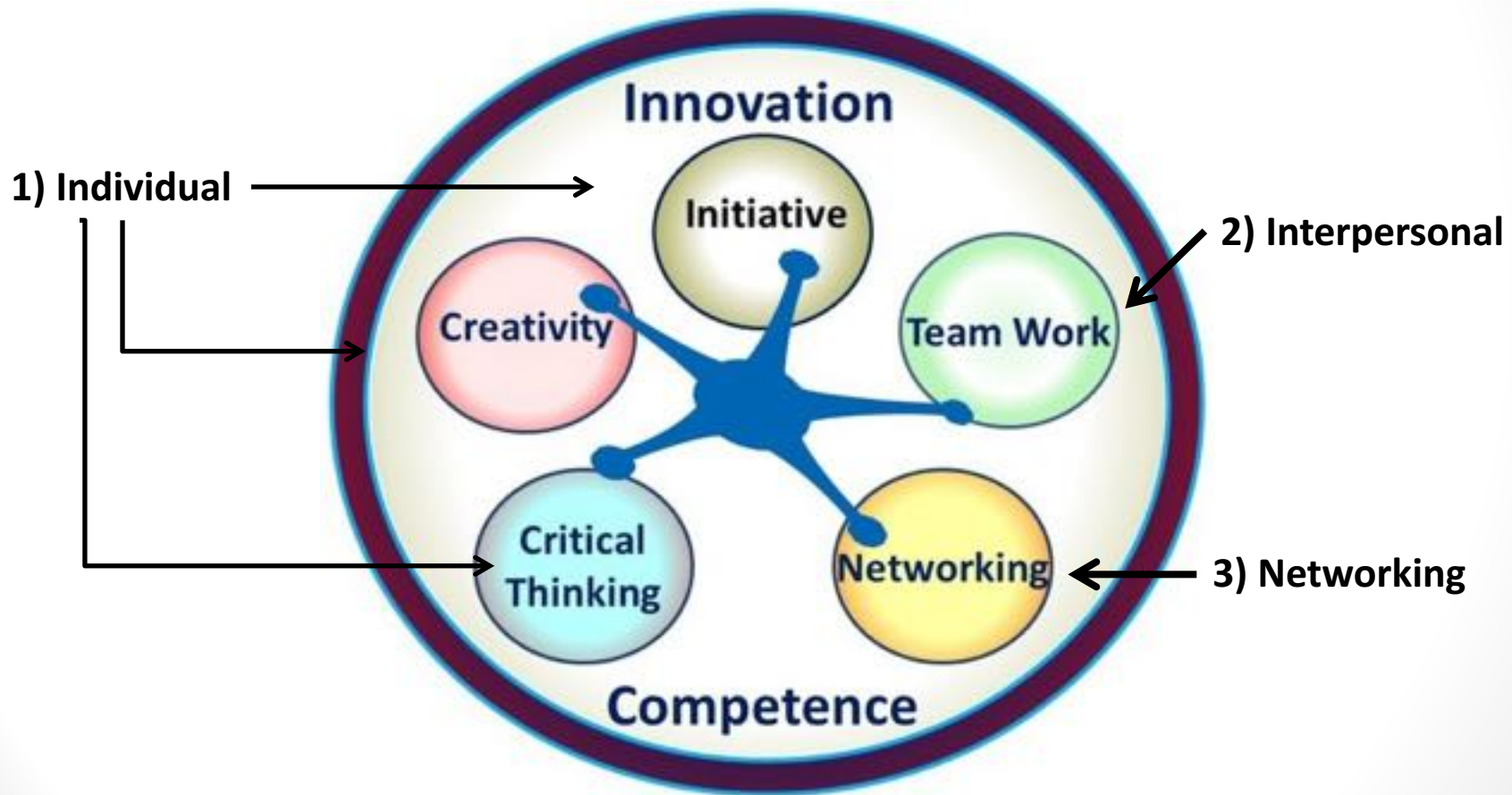
# “Future Professionals”



# Innovation Pedagogy

- Innovation pedagogy is a learning approach that defines in a new way how knowledge is assimilated, produced and used in a manner that can create innovations.
- It aims to enable the development of innovation competences, alongside with the study field specific competences, providing students the ability to participate into the innovation processes in working life.
- Cornerstones of Innovation Pedagogy
  - Activating learning and teaching methods
  - Working-life orientation
  - Integration between studies and applied RDI activities
  - Flexible curriculum
  - Multidisciplinary
  - Internationalization
  - Entrepreneurship
  - Versatile and development-oriented assessment

# Innovation Competences



# INDOPED (2016-2018)

Modernizing Indonesian Higher Education  
with Tested European Pedagogical Practices





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- INDOPED aim is to **raise the teaching capacity** of Indonesian University teachers.
- By introducing and sharing different innovative pedagogical methods from European university to Indonesian University partners, it is expected to **bring added value to current Indonesian educational system and bridge the gap between what is taught in the university and what is required by business and industry.**
- In those learning methods, **students put as a center of learning process** and **multidisciplinary pedagogical approaches** have been used to allow students to prepare for challenges on the labor market.
- During the INDOPED project, **tested European active learning practices is being adjusted and implemented** in the Indonesian partner universities.
- **10 different active learning practices** which have been chosen and piloted in Indonesian Universities with **100 teachers** and **nearly 3000 students.**

# INDOPED Learning Approaches

- 1. Project Hatchery**
- 2. Innovation Camp**
- 3. Gamification**
4. Learning by Teaching
5. Learning to Learn
6. Learning by Case
7. Project Module
8. Project Market Research
9. Storytelling
10. Assessment Rubric



# What is Project Hatchery?

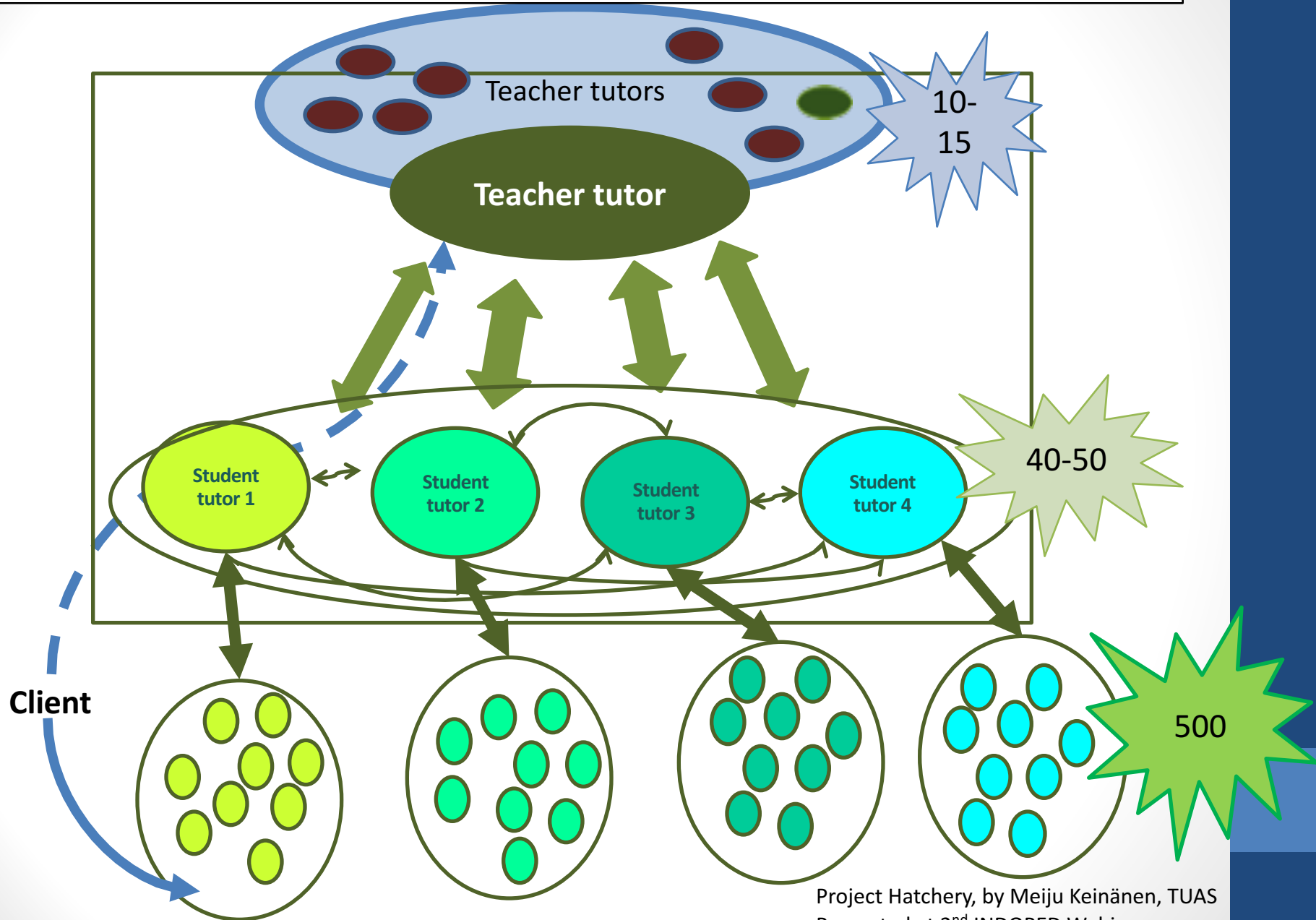
- **Learning Objectives**

- Interpret problem in different perspectives
- Generate innovative ideas
- Communicate effectively

- **Learning Process**

- Collaborate in multidisciplinary team
- Creative process using **design thinking**
- Field and in class activities

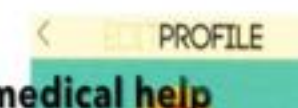
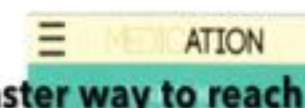
# Execution of the Project Hatchery study unit @TUAS



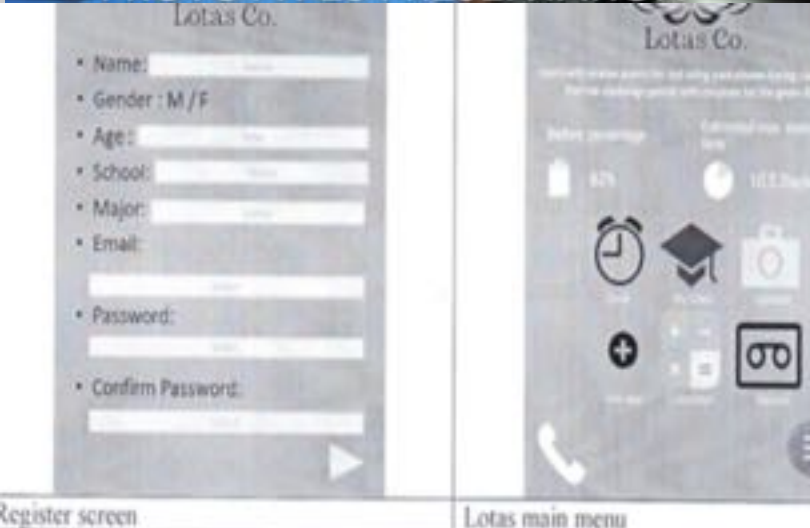
# Project Hatchery @Binus University



# Project Hatchery @Binus University



**UHEALTH - Faster way to reach medical help**



**LOTAS - PHONE ADDICTION SOLUTION FOR STUDENTS**



**The Empathy App - Your online consultant**



# What is Innovation Camp? (normally...)

- 12 – 48 intensive hours with creative processes, idea development, presentations,....
- Cooperate in teams with fellow students from another faculty/discipline
- Collaborating with a company, public authority, NGO or...
- Ups and downs
- A lot of fun
- Competition



Innovation Camp,  
by Jesper Nørskov, Business Academy Aarhus  
Presented at 2<sup>nd</sup> INDOPED Webinar

# Why do camps?

## What do students learn?

1. Develop ideas with students with another educational background
2. Evaluate ideas
3. To develop concepts
4. To present and sell the ideas
5. Use your knowledge in a different context
6. Create value for external partners / own company

## Everybody gets new tools or sharpen the old tools



# Camp Themes

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*Business challenges*

*Future challenges*

*Society challenges*

*City challenges*

*Environmental challenges*



# The 3-Zone Innovation Process

**Content (Experts & Mentors)**

**Structured Process (Lead Facilitator)**

**Tools, Equipment, Facilities (Organizer)**

**Preparation**  
(Teams)  
**Dynamic Process**  
(Co-Facilitator)

**Yellow Zone**  
(Teams)  
**Dynamic Process**  
(Co-Facilitator)

**Green Zone**  
(Teams)  
**Dynamic Process**  
(Co-Facilitator)

**Red Zone**  
(Teams)  
**Dynamic Process**  
(Co-Facilitator)

**Showtime**  
(Teams)  
**Evaluation**  
(Evaluators)

## **GET READY:**

- Agreement (core values, expectation, objectives)
- Resources Mapping (self understanding, roles, needs, facilities provided, constraints)

## **CAMP SESSION1:**

- Understanding scope, context, and situation
- Frame and reframe problem/challenge
- Research and Validate information

## **CAMP SESSION 2:**

- Inspiration finding
- Idea generation
- Idea development

## **CAMP SESSION 3:**

- Idea selection
- Conceptualization
- Argumentation building
- Prototype
- Pitching practice

## **FINAL PITCH:**

- Pitching
- Winner Announcement

Innovation Camp,  
by Ina A. Murwani, Binus University  
Presented at 2<sup>nd</sup> INDOPEL Webinar



# Innovation Camp

by Yogyakarta State University,  
25-27 November 2016

- Participants from Yogyakarta:
  - 5 - 7 students @team, 12 teams, Indonesian students, 11 study programs
  - 1 leader, 1 coordinator, 6 facilitators, 5 observers, 2 experts, 5 judges
- Location:
  - Desa Wisata Kembang Arum with traditional huts at a river near to the volcano Merapi
- Stakeholders:
  - BORDA (Bremen Overseas R&D Association)
  - Local District Government of Depok, Sleman



# Innovation Camp

by Yogyakarta State University,

## The challenge:

“How can you create non-monetary incentives for people to reduce, reuse and recycle solid waste in their houses and neighbourhoods in Depok, Sleman, Yogyakarta?”



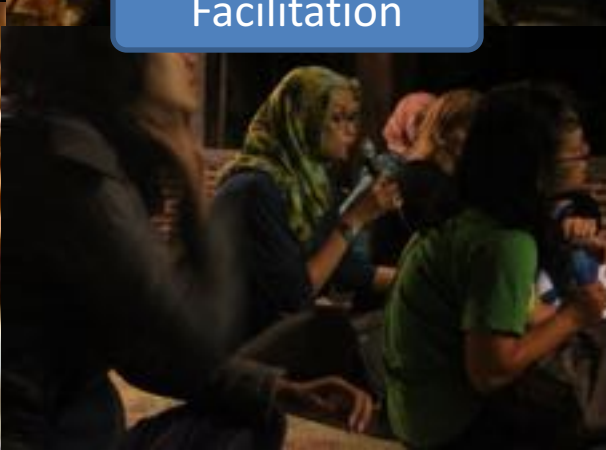
Working Group



Facilitation



Presentation



# Gamification

Application of **game mechanisms**  
in **non-gaming environment (courses @university)**



to increase **MOTIVATION** and **ENGAGEMENT**  
**In learning (all stages of education)**

**TO HAVE A PLEASURE FROM UPLEASANT ACTIVITY**  
**(LEARNING)**

Gamification by Joanna Mytnik, Ph.D. & Wojciech Glac, Ph.D.  
University of Gdansk, Presented at 1<sup>st</sup> INDOPED Webinar



# MALIN KUNDANG STONE



## BOOK OF RULES

### Intermediate Macroeconomics

For 2<sup>nd</sup> Year Students

Department of Development Economics

Academic Year 2016/2017

Zuhairan Y. Yunan, S.E., M.Sc

**Objective:** to gain knowledge and transform from a stone into human

**The Rules:** to be real human, Malin kundang as players must do all level in tasks in order to accumulate points of real human.

All tasks are mandatory.

Level of Important	Tasks	Points	Quantities	Total
5	Presentation	30	1	30
4	Question and Answer	20	10	200
4	Discussion while Presentation	20	3	60
3	Discussion while Lecturing	15	3	45
3	Preparing the Topic	15	1	15
2	Quizzes	10	4	40
2	Be present	10	14	140
1	Be punctual	5	14	70
<b>Total Points</b>				<b>600</b>

Mid. Examination (ME) and Final Examination (FE) are mandatory. The maximum point of ME is 240 and the maximum point of FE is 360. Hence, the total point of examination is **600**.

**Badges:** Every Malin can receive the badges from these criteria:

1. Answering question with the best explanation (1 badge).
2. Presenting paper outside university (5 badges).
3. Coming to the class 14 times (3 badges).
4. Discussing with lecturer minimum 3 times outside class (5 badges) and additional (2 badges) for using English.
5. Best paper presentation in group competition every 2 weeks (2 badges).
6. Using English when discussion session (2 badges).
7. Using English when question and answer session (1 badge).

There are unlimited badges can be obtained by the Malin. Every 10 badges are able to convert by 30 points, vice versa. However, the Malins can start the badges with their prerequisite course grade condition:

Introductory of Macroeconomics	Theory of Macroeconomics	Badges
A	A	9
B	A	8
C	A	7
A	B	6
B	B	5
C	B	4
A	C	3
B	C	2
C	C	1



**Cooperation:**

1. Transfer points and badges among Malins are permitted with some additional tasks.
2. If 80% of Malins reaches the point at least 70%, then all will receive extra points (10).

**Mystery:** There will be unexpected quizzes for each Malin. There is no notification for all quizzes. Any absence from each quiz will lose point for this task.

**How to be a Real Human:**

Grade	Points	Amount of Badges (minimum)	Each Level
Human A	min. 800	5	completed
Human B	700 – 799	4	completed
Human C	600 - 699	3	completed

# INDOPED International Webinars

- **Objectives:**

- To disseminate tested European pedagogical practices, not limited to Indonesian but also to Southeast Asia educators
- To share the result of implementation pilot that have been conducted in Indonesian Universities partners assisted by European Universities partners.
- To inspire teachers and lectures from Indonesia and also Southeast Asia countries to enhance their teaching learning process by utilizing those tested learning methods.

- **Date**

- 1<sup>st</sup> Webinar: 20-24 February 2017, 15.00 – 17.00 Jakarta Time
- 2<sup>nd</sup> Webinar: 13-15 November 2017, 14.00 – 17.00 Jakarta Time

- **Recorded Video**

- 1st Webinar:

<http://webinar.seamolec.org/webinar1/video>

- 2<sup>nd</sup> Webinar

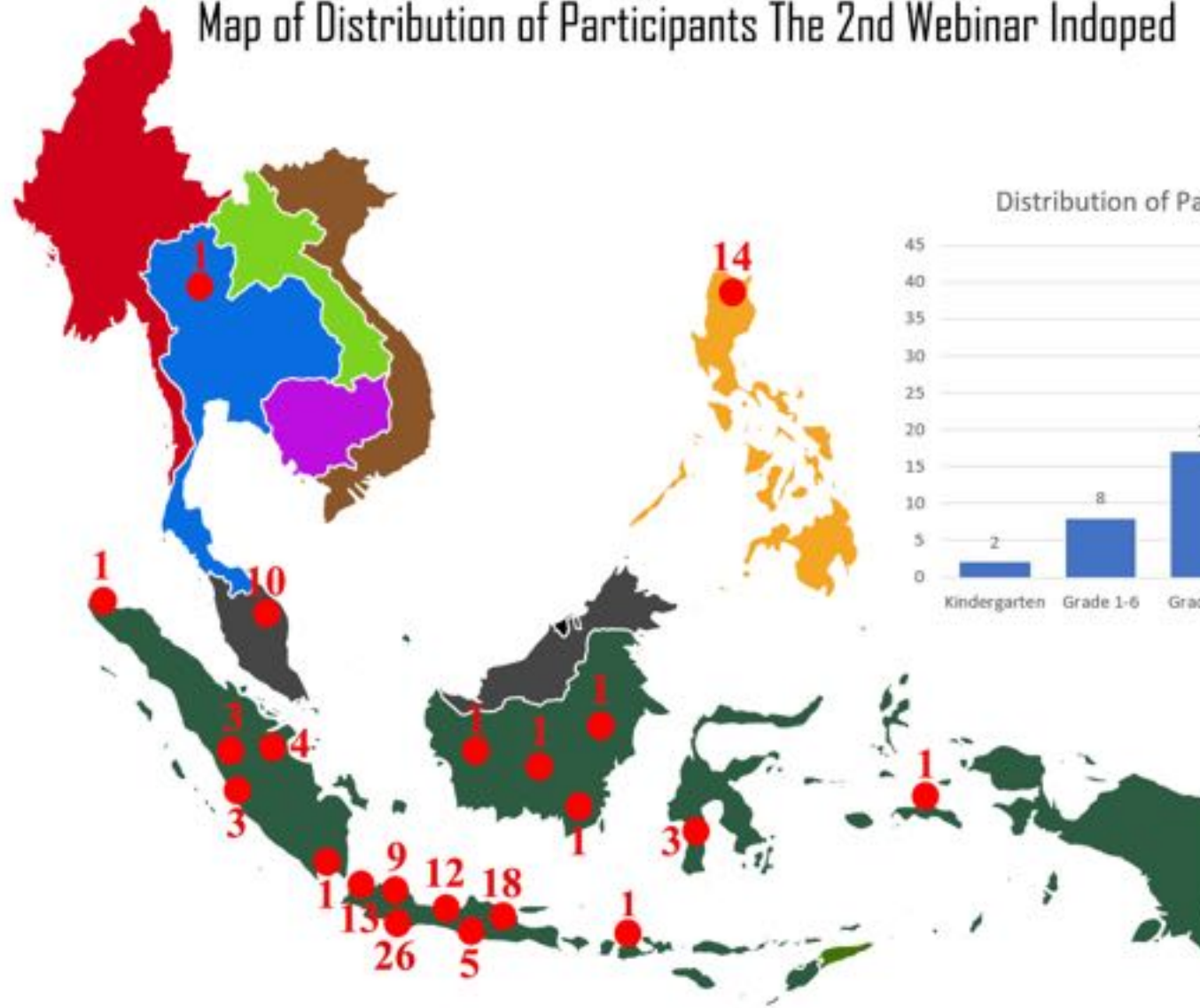
<http://webinar.seamolec.org/video>



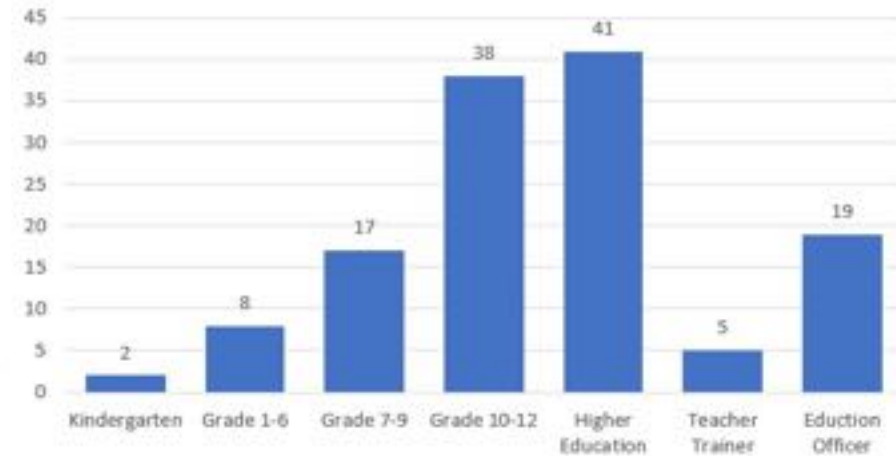


# Distribution of 2<sup>nd</sup> Webinar Participants

Map of Distribution of Participants The 2nd Webinar Indoped

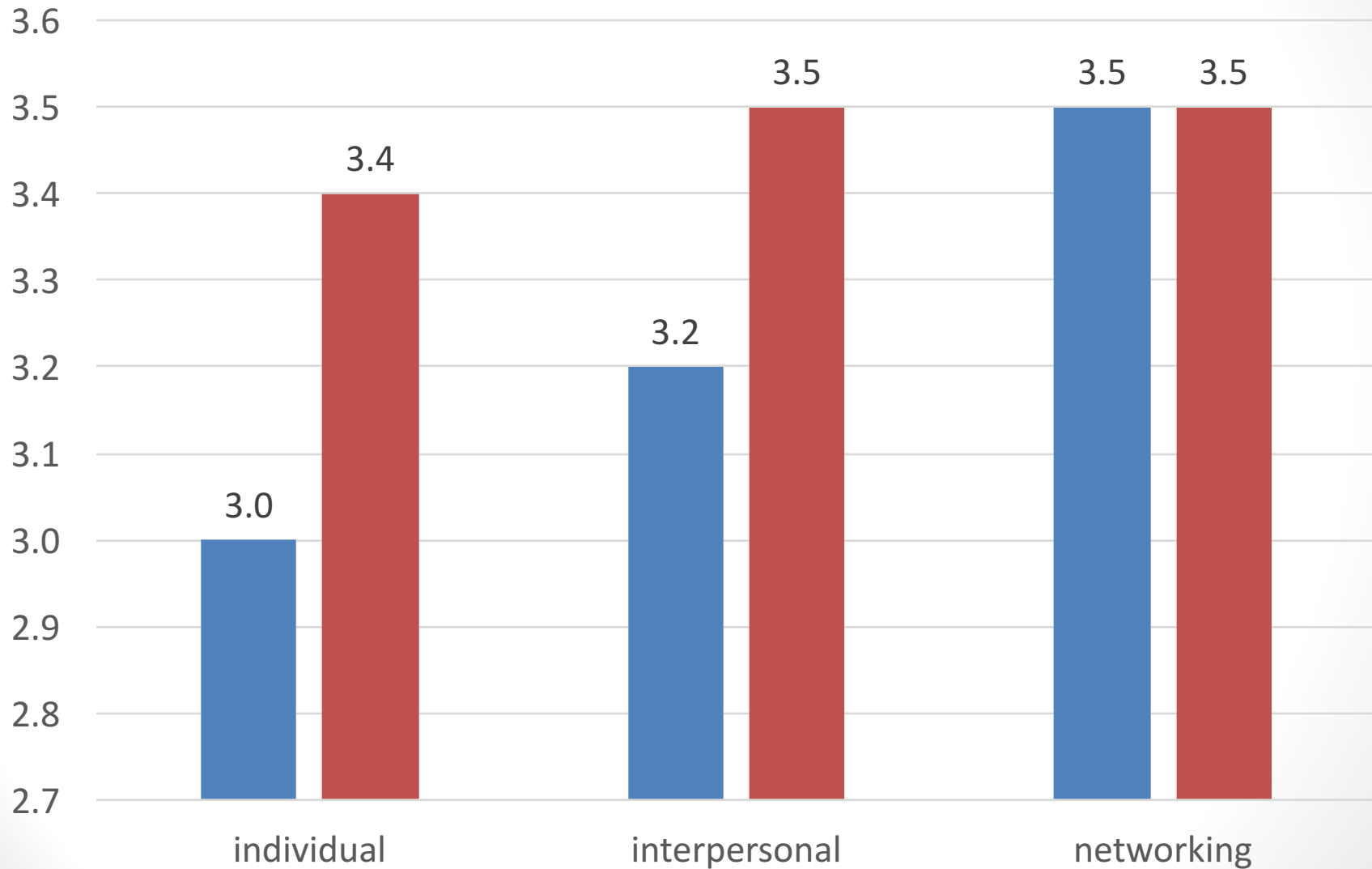


Distribution of Participants based on Its Profession



# Impact on Innovation Competences

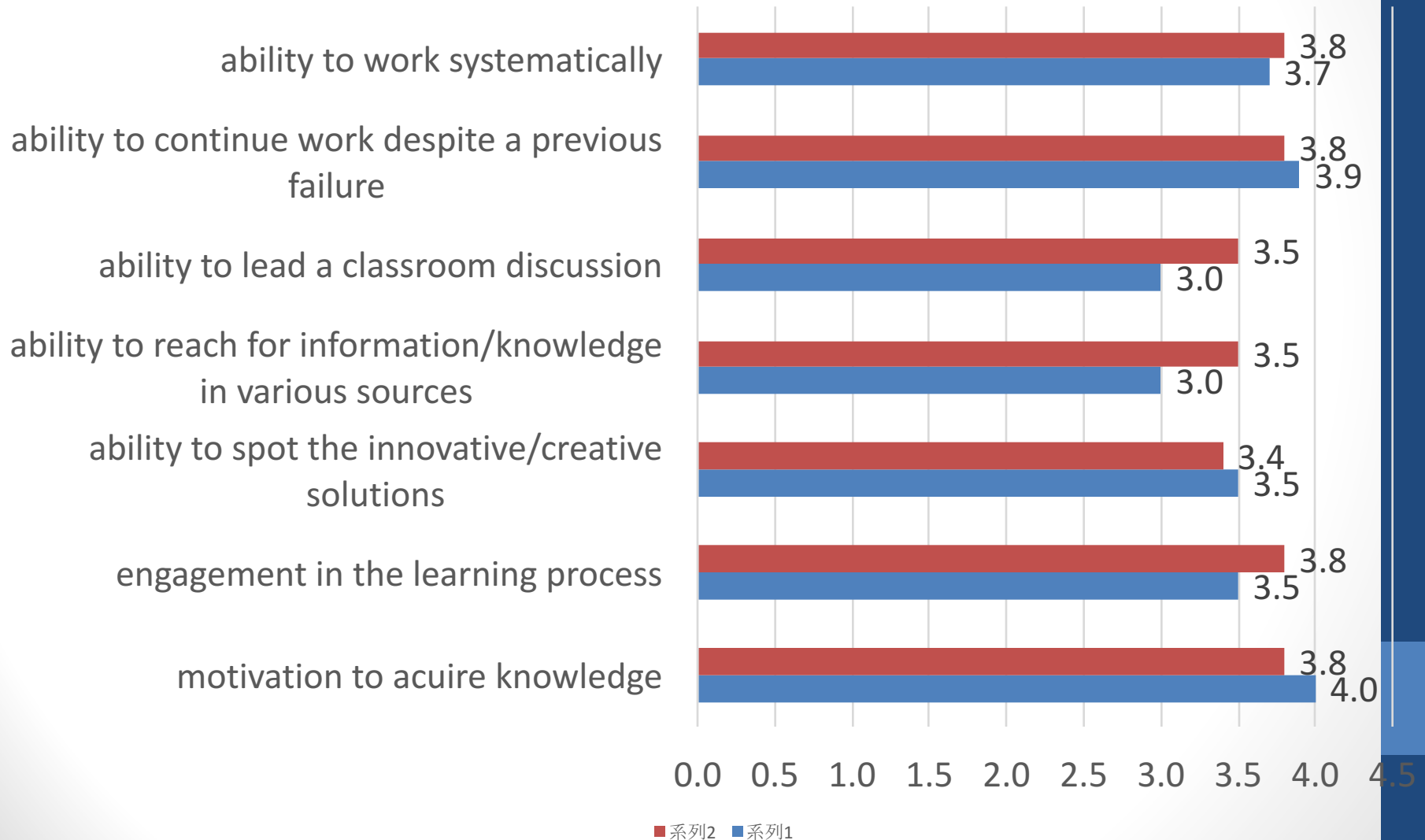
BAROMETER



# Impact on Learning to Learn Competences

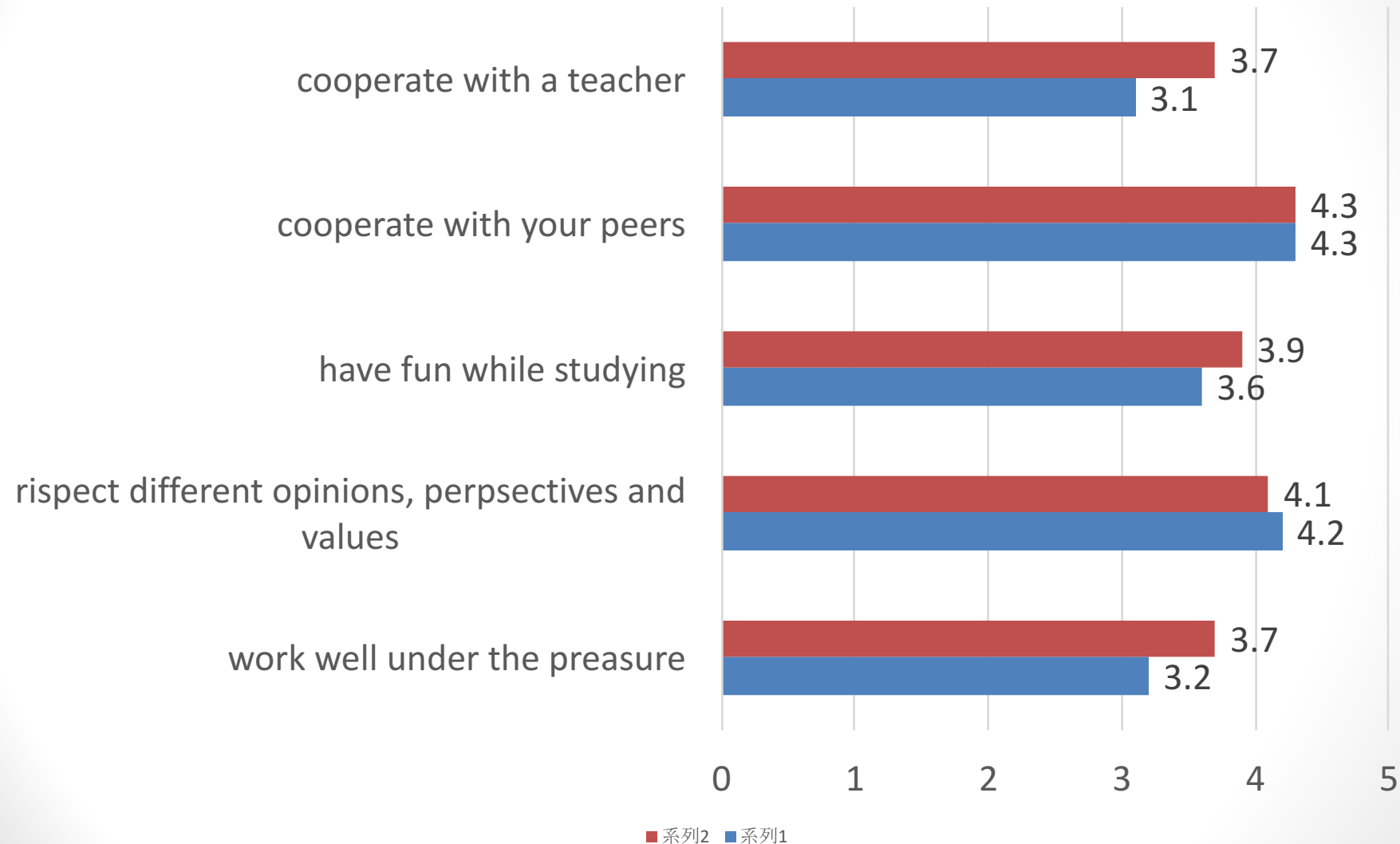


Learning to learn



# Impact on Interactive Learning

## Dinamics and Relationships



# Summary Remarks



- Individual: Students have become more critical learners shifting from transmissive system to pragmatic taking more control over their learning and developing competences
- Individual: The methods increased their engagement and flow/fun of learning, they helped them to take more initiative, lead discussion, be independent in finding information, cope with pressure, manage time
- Interpersonel: Students have learnt to appreciate the teachers as tutors, facilitators rather than the only source of knowledge, they are more open to collaborate and have a friendly relationship
- Students increased their individual (creative ideas) and interpersonal (dialogical) innovation competences



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# Thank you for your attention...