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17TH IDP AUSTRALIAN INTERNATIONAL EDUCATION CONFERENCE

*securing the FUTURE for International Education:
Managing growth and Diversity*



STUDENT EXPERIENCES OF INDONESIANS STUDYING IN AUSTRALIA'S MAJOR CITIES, PRACTITIONER EXPERIENCES - IMPACT ON TEACHING AND LEARNING EFFECTIVENESS.

Premise

Indonesian students have traveled trans-nationally to study, they are from a different culture, and usually have limited exposure to interactive teaching pedagogical approaches.

Contextual Comment

This presentation is relevant to delivery of Australian courses trans-nationally because in most cases the study & language preparation, and socio psychological care of the students is the responsibility of the Partner



STUDENT EXPERIENCES OF INDONESIANS, Cont'd

BACKGROUND

- **UniSadhuGuna (USG) is an NGO committed to developing quality education in Indonesia**
- **Its Center for Sustainable Educational Development was formed to look at ways to improve and develop education in Indonesia**
- **The Australian International Education (AIE) programs were seen by all the senior people involved in USG as critical to developing person to person relationships and mutual respect between Australia and Indonesia.**
- **The Colombo Plan was a success in doing this – it did “win hearts and minds “**
- **The Paper “A Lost Opportunity” is based on anecdotal evidence of the effect of the AIE Program on mainly pri-bumi postgraduate Indonesians who have studied in Australia and returned home**



STUDENT EXPERIENCES OF INDONESIANS, Cont'd

Key points of the Paper “A Lost Opportunity”

- The Netherlands conundrum
- Australian assistance to Indonesia – Independence/Aid
- The Columbo Plan
- East Timor / Belligerent Perceptions / Press Obsession



STUDENT EXPERIENCES OF INDONESIANS, Cont'd

Why are we not “winning hearts and minds”

- **It is an economic deal – students as a commodity/Universities as a supplier – never a warm feeling.**
- **Universities do not allocate enough resources to do social and case management properly ie**
 - ## **pre-departure briefing including the visa process**
 - ## **first impression management**
 - ## **“Kampung” strategy with accommodation**
 - ## **meagre social integration program**



STUDENT EXPERIENCES OF INDONESIANS, Cont'd

- **Staff training in cultural sensitivities, and the pedagogical propensities of students coming from Asia**
- **Australian Student resentment at sharing facilities with Internationals – Library, On campus Accommodation**
- **Parent visa difficulties**
- **Poor performance in International Alumni Management**
- **State High School entry with worse social management than Universities – first impression is then set**
- **The Terror factor and Islamic students**



STUDENT EXPERIENCES OF INDONESIANS, Cont'd

What are the solutions

- **More resources for socio/cultural management /HR training and less focus on making money**
- **Get the intro right –Including funding programs like the Charles Sturt University SSAS program**
- **All Governments impress on students the need for them to be ambassadors for their country**
- **Universities should be more active in press management on International – tell the good stories**



STUDENT EXPERIENCES OF INDONESIANS STUDYING IN AUSTRALIA'S MAJOR CITIES, PRACTITIONER EXPERIENCES - IMPACT ON TEACHING AND LEARNING EFFECTIVENESS

If it is true that Indonesian students encounter serious problems in social and academic management by the major city Universities, it is logical to conclude that this will affect learning and teaching because

- ◆ *stress in their first semester, due to their unfamiliarity with teaching methods, tutorial class, library, assignment writing systems, and other unfamiliar administrative systems*
- ◆ *Students are socially stressed – if they do not make friendships, they feel alone and homesick. This is particularly relevant to conservative Islamic students who may feel particularly vulnerable post September 11 and the Bali terrorist incident*



CONCLUSION

Whilst we can improve curriculum, and ways of imparting knowledge, its effectiveness is significantly reduced if we cannot manage the impact of educational systemic differences, and the social stresses that are a natural result of a student studying far from home in a different culture. This is well known to most International Program managers, however University Budget managers need to fund initiatives such as the CSU SSAS (see handout) program to ensure the sustainability of on shore and offshore programs



CHARLES STURT UNIVERSITY

STUDY SKILLS FOR ACADEMIC SUCCESS

COURSE

- ## distinguish between writing for academic purposes (formal style) and general writing needs (informal style)
- ## practise the necessary skills to write appropriately in an academic setting, including appropriate referencing
- ## develop the necessary skills to read efficiently and effectively
- ## adjust to different teaching and learning styles
- ## understand the requirements of academic study, eg library research skills, seminar and assignment presentations and the consequences of plagiarism
- ## enhance general listening skills and develop specific skills related to listening to lectures and tutorials
 - ## develop the necessary skills to participate effectively in discussion and seminar presentation.
- ## a comprehensive social program and housing management