

**SEAMEO SEAMOLEC
INTERNATIONAL SEMINAR**

**Acceleration of Educational
Quality and Quantity through the
Provision of Open and Distance
Learning Program in Southeast
Asian Countries**

**26 – 27 August 2008
Universitas Terbuka, Jakarta, Indonesia**

Dr. Gatot Hari Priowirjanto
Director of SEAMEO SEAMOLEC

Open and Distance Learning (ODL) has been an integral part of education system in some Southeast Asian countries. Even, ODL through the application of the Information and Communication Technology (ICT) has been playing an important role in the acceleration of the education quality and quantity. This has been the concern of SEAMOLEC and therefore, in its mission statement, SEAMOLEC declared to serve one million clients by 2010.

To achieve the mission statement, SEAMOLEC is currently developing a network, called Southeast Asian Education Network (SEA EduNet). SEA EduNet was established for sharing open and educational resources and building the online learning communities among Southeast Asian educators. The objectives of SEA EduNet are (1) to establish network among educational institutions, educators, and learners in Southeast Asian countries (Open and Distance Learning Networking); (2) to collect open educational resources in Southeast Asian for the purpose of reusability among Southeast Asian Educators (Open Educational Repository); and (3) to establish standardized procedures for mutual acknowledgement among education institutions carrying out education discourses (Open and Distance Learning Mechanism). To support the various activities in the SEA EduNet system, SEAMOLEC set up collaboration with universities, colleges, and teacher training centers which are categorized into Mitra 150 (150 partners) and with 500 schools which are categorized into Mitra 500. In the effort of applying the ODL, SEAMOLEC also

concerns about its quality management and service. This concern has been integrated in the management system according to the ISO system. This year, 2008, the management of SEAMOLEC has been verified and audited by an ISO representative in Indonesia, and was declared to be entitled for the ISO certification.

The application of ODL in Southeast Asian countries has been the major highlight of the policy discussion during the 11th SEAMOLEC's Governing Board (GB) meeting conducted in Jakarta, Indonesia on 25-26 August 2008. The meeting was aimed at reviewing the activities and achievement of SEAMOLEC within the year 2007-2008, and setting direction for the Center's future efforts. Following the meeting, an International Seminar on "Open and Distance Learning: Acceleration of Educational Quality and Quantity" was conducted in collaboration with Indonesian Open University.

The success of the GB meeting and the seminar, its content and organization was not possible without contribution and support from the Ministry of National Education of Indonesia, SEAMEO, SEAMEO Secretariat, Indonesian Open University, and respected SEAMOLEC's GB members. Therefore, I would like to extend my highest appreciation to all of you who have made this meeting and seminar successful. My heartfelt thanks is also addressed to all partners and colleagues, and to SEAMOLEC's family for the endless support. Thank you very much.

Jakarta, 25 August 2008

Gatot Hari Priowirjanto
Director

Keynote Speech
Minister of National Education, Indonesia

SEAMOLEC Governing Board members, the Director of SEAMOLEC, and all distinguished guests, Good morning!

It is an honor for me to be in the eleventh SEAMEO SEAMOLEC Governing Board Meeting. I would like to welcome all Governing Board Members to Jakarta, and do hope you enjoy your stay here in Jakarta. I would also like to extend my warmest greetings and gratitude to the Director of SEAMEO SEAMOLEC, Dr. Gatot Hari Priowirjanto and all his staffs in their efforts to arrange this important meeting. As the minister of national education of Indonesia, I feel honored to host the eleventh SEAMEO SEAMOLEC Governing Board Meeting and the Seminar on "Acceleration of Educational Quality and Quantity through Open and Distance Learning."

Educational Quality and Quantity has been the most important concerns of all countries. Quantity of education refers to the coverage of education provision: how many people of the nations have access to education? How many schools are available, and for who? Quality issue which covers the quality of human resources, learning material, methods of delivery, should be improved along with quantity.

Countries with large population spreading in different islands, like Indonesia, will face the challenge of providing education at all level which is accessible to people from different socio-economic background, ethnicity and ages. Open and Distance Learning (ODL) system is seen as an alternative solution to that problem. In line with the quality and quantity improvement, it has been determined in the

Indonesian Educational Law that teachers in Indonesia ideally should hold, at least, bachelor degree. In fact, there are thousands of teachers have not yet hold that degree. To encourage and to send teachers to attend face-to-face regular study at university for further study purpose is not an easy job. There are many things taken into account, particularly to those teachers in remote areas, such as their absence of classroom teaching, and being away from family. SEAMEO SEAMOLEC has initiated to find the solution for this problem through its Hybrid Learning for Indonesian Teachers (HYLITE) program. This program has been started in 2006, and there are twenty three (23) universities participating in this program. This year in 2008, another twenty seven universities will be participating for the acceleration of the educational quality and quantity. It is expected that by 2013, there will be 300.000 elementary school teachers to get benefit from the HYLITE program by obtaining bachelor degree.

Southeast Asia Education Network (SEA EduNet) is one system initiated by SEAMOLEC for the purpose of the acceleration of educational quality and quantity. In Indonesia, there are 69 universities participating in the program. By 2009, it is expected that 400.000 university students from thirty-three (33) provinces and 400 districts will benefit from the program. Under the SEA EduNet program, SEAMOLEC has also developed a program called BASQI – Bali School Quality Improvement – a general assessment for the preparation of the national examination for 100 secondary schools. Another program was also developed, namely School on Internet (SOI).

In collaboration with Bandung Institute of Technology (ITB), SEAMOLEC has been developing education

program for bachelor and masters degree through ITB multi-campus in 20 districts outside Java island and 20 districts inside Java. This program is expected to accomplish the goal by 2020.

Collaboration with other education institutions to establish some other consortiums were also made for the development of education program in various sectors. In hospitality consortium, SEAMOLEC works together with Polytechnic Bali, Bali Tourism College, Bandung Tourism College, and some vocational schools. In entrepreneurship consortium, SEAMOLEC works together with Malang State University (UM), Malang Muhammadiyah University (UMM), and five Indonesian vocational schools. For agricultural consortium, SEAMOLEC works together with Vocational Education Development Center for Agriculture (VEDCA) Cianjur to assist twenty-one (21) clusters to serve 800 Indonesian agriculture schools and 12.000 teachers of agriculture.

As one of SEAMEO centers, SEAMOLEC's concern on the acceleration of educational quality and quantity is not only in Indonesia, but also to other Southeast Asian countries. SEAMOLEC has established linkages with national, regional and international institutions in the field of open and distance learning. In collaboration with Asia-Pacific Centre of Education for International Understanding (APCEIU), Korea, SEAMOLEC carried out research on situational analysis of e-learning system for multicultural education in South East Asia, and to develop multicultural game for Southeast Asian students through Southeast Asia Education Network (SEAEduNet). Consortium on game technology was also established in collaboration with education institutions from other Southeast countries, such as Central Luzon

State University (CLSU), the Philippines, Hanoi Open University (HOU), Vietnam, Royal University Cambodia, UTIMARA, UMM, and OUM in Malaysia, National Open University of Lao PDR, and Indonesian universities like ITB, ITS, Udinus, Poliseni, and UM.

Through Open and Distance Learning (ODL) system, SEAMOLEC established foreign language consortium in collaboration with SEAMEO RELC Singapore and Pusat Bahasa Jakarta to provide courses on second foreign language learning at breakthrough level A1 CEFRL (Common European Framework of Reference for Languages), like Japanese, Chinese, Bahasa Indonesia, German, and French.

SEAMOLEC also initiated to connect and to facilitate all SEAMEO centers. Collaborations with other SEAMEO centers are also made, such as with SEAMEO INNOTECH for the quality improvement of school principals, with SEAMEO RIHED to initiate collaboration among universities. Collaboration with SEAMEO SEARCA, the Philippines, is to develop ODL system on ICT based (SEA EduNet) for SEAMEO SEARCA through Natural Resources Management.

Many other forms of collaboration are possible to make through open and distance learning. I, therefore, would like to encourage all education institution to foster the acceleration of educational quality and quantity through ODL system, which is perceived to enhance the learning process. I would like to conclude this speech by congratulating all of you in this great moment, a moment to share ideas and experiences for the betterment of education. Good luck!

Jakarta, 25 August 2008

**SCHEDULE OF INTERNATIONAL SEMINAR
 "ACCELERATION OF EDUCATIONAL QUALITY AND QUANTITY
 THROUGH THE PROVISION OF OPEN AND DISTANCE LEARNING
 PROGRAMS IN SOUTHEAST ASIAN COUNTRIES"**

SEAMOLEC, 26-27 August 2008

Tuesday, 26 August 2008	
07:30 – 08:00	Registration
08:00 – 09:00	Opening Ceremony 1. Remark (Director, SEAMOLEC) 2. Welcome speech (president, UT) 3. Official opening Address (MONE Indonesia: Prof. Dr. Bambang Soedibyo)
09:00 – 09:30	Refreshment
09:30 – 10:00	MoU and MoA signing up between SEAMOLEC and other institutions
09:30 – 12:00	Plenary Session 1 <ul style="list-style-type: none"> ▪ Dr. Phan Van Que (Vietnam) Improving the open and distance learning to accelerate the quantity and quality of education in Vietnam ▪ Aminuddin Zuhairi (Indonesia) Expanding the quantity and continually improving the quality of higher education through ODL : the experience of Universitas Terbuka, Indonesia ▪ Assoc. Prof. Dr. Pranee Sungkatavat (Thailand) The Distance Education Method Benefits National Educational Development Both Quantitatively and Qualitatively <p style="text-align: right;"><i>Moderator: Ms. Dina Mustafa (R&D Manager, SEAMOLEC)</i></p>
12:00 – 13.30	Lunch Break
13.30 – 15.00	Plenary Session 2 <ul style="list-style-type: none"> ▪ Mr. Mari Paul C. Soriano (Philippines): Open High School System in Philippines

Tuesday, 26 August 2008	
	<ul style="list-style-type: none"> ▪ Mr. Om Sethy (Cambodia) Acceleration Quantity and Quality of Education with the use of ODL in Cambodia <p>Moderator: Dr. Ir. Durri Andriani, M.Ed (UT)</p>
15.00 – 15.30	Refreshment
15.30 – 17.00	<p>Plenary Session 3</p> <ul style="list-style-type: none"> ▪ Madhulika Kaushik (Wawasan Open University Penang, Malaysia) Mobilising the Potential of Open Source Content for ODL Content Development : Possibilities and Caveats ▪ Dr. Barbara Kurshan (Curriki – USA) OER Models That Build a Culture of Collaboration : A Case Exemplified by Curriki <p>Moderator: Dr. Sandra Sukmaning Adji, MA (UT)</p>

Wednesday, 27 August 2008	
09.00 – 10.30	Parallel session seminar by other participants (divided into 3 groups)
10.30 – 11.00	Refreshment
11.00 – 12.45	Parallel session seminar by other participants (divided into 3 groups)
12.45 – 13.00	Closing in the group (by Moderator)
13.00 – 15.00	Lunch

Group of Presentations		
1 st floor Vicon room (Research and Development)	2 nd floor classroom (ICT for Teaching and Learning)	3 rd floor Vicon room (Program Development)
Moderator: Jaslin Ikhsan.	Moderator: Adie.	Moderator: Herman.
<p><i>Applying Constructivism Approach in Developing Distance Learning Printed Material: Is It Possible?</i></p> <p>Benny A. Pribadi (UT)</p>	<p><i>Blog as the Media in Teaching Learning Process</i></p> <p>Suratinah and Cunong Nunuk Suraja (UT)</p>	<p>Learning Quality Enhancement Through Information and Communication Technology</p> <p>Suyatno (UHAMKA)</p>
<p><i>The Design of Web-based learning system by Using Cooperative Learning Model</i></p> <p>Iwan Sonjaya¹, Kuspriyanto², and Aciek Ida Wuryandari³ (SMKN 25 Jakarta)</p>	<p><i>The Use of E-Learning for the Students Distance Learning Program : The Online Tutorials at the Faculty of Education Universitas Terbuka</i></p> <p>Sandra Sukmaning Adji and Deetje Sunarsih (UT)</p>	<p>Constructivist Strategy for Concept Development Teaching Science in Elementary School</p> <p>Surachman Dimiyati (UT)</p>
<p><i>Porn and Violence Film Among Students : Who's Wrong ?</i></p> <p>Budi Legowo (UNS)</p>	<p>Web 3.0 and its accompanying changes upon distance learning in universities</p> <p>Diki, Jasrial, Susy Puspitasari, and</p>	<p>Improving The English Speaking Competence Of Students : Exploratory Study On The Students Of Diploma Iii Translation</p>

Group of Presentations		
1st floor Vicon room (Research and Development)	2nd floor classroom (ICT for Teaching and Learning)	3rd floor Vicon room (Program Development)
	Yoss Sudarso (UT)	Program At Universitas Terbuka Siti Era Mardiani (UT)
Hardware Practices In Computer Engineering Department for Bachelor Candidate Berta Berdar (ACC)	<i>Blogs as Electronic Learning Journals for Science Teacher of junior high school of Tangerang Municipality</i> Adhi Susilo (UT)	The Role Of E- Learning In improving The Quality Of Public Services Skills of Local/District Government Officials Meita Istianda, Made Yudhi Setiani, and Yudith Alexanderina Frans (UT)
Comparison of HYLITE Program in Java and Outside Java Dina Mustafa and Herman (SEAMOLEC)	<i>Using Internet and Multimedia Technology to develop an integrated E- Learning Media That Can Guide Facilitate and limprove the Quality of Cooperative Learning Activities</i> Tristy Krishartomo (SMKN 3 Bogor)	

Group of Presentations		
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<p>The Phenomenon of Communication in E-Learning: A Research of S1 PJJ PGSD Gorontalo State University Students Activity</p> <p>Zulaeha Laisa¹ and Arbyn Dungga² (UNG)</p>	<p>Virtual Class: Integrating Technology to Support Project Learning</p> <p>Wendie Razif Soetikno (Adikara Niat Foundation)</p>	

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KS-1

**Improving the open and distance learning to
accelerate the quantity and quality of education in
Vietnam**

Phan Van que

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In Vietnam, although quite a number of new universities and colleges have been and will be established, lacking of facilities and qualified lecturers will be going on. The conventional education system is reflecting shortcomings and backwardness in terms of methodology and technology. Open and distance learning has been recognized as an effective solution to improve the provision of the educational system.

Distance education technologies, especially ICT, not only facilitate improving the quality but also change the methodology in conventional institutions so that the human resources created by the whole educational system will be improved.

This paper will examine the current status of the educational system and the role of ODL, explore the demand of the society towards education. Measures to improve the ODL will also be discussed, so that the quantity and quality of education will be accelerated.

KS-2

Expanding the quantity and continually improving the quality of higher education through open and distance learning: the experience of Universitas Terbuka, Indonesia

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This paper addresses ways and means of expanding the quantity and continually improving the quality of higher education through open and distance learning (ODL), based on the experience of Universitas Terbuka, Indonesia. The discussion begins with the fundamentals of distance education, followed by the principles of quality assurance and its implementation in distance education. Then, it presents some illustrations on participation in higher education through ODL in SEAMEO Member countries. Quality improvement is a major challenge in ODL, and effort and initiatives have been put forth to implement quality assurance system in ODL in SEAMEO Member countries. The paper also presents specific experience and lessons learnt from Indonesia, particularly Universitas Terbuka (UT), in responding to the issues of quantity expansion, improvement of student participation in higher education, and continual quality improvement of ODL.

KS-3

The Distance Education Method Benefits National Educational Development Both Quantitatively and Qualitatively

Pranee Sungkatavat

Education is an important tool in developing a nation's citizens, helping them to gain knowledge and skills for their lives and careers and be ready to adjust to constantly changing social and environmental conditions. In Thailand, the 8th National Economic and Social Development Plan (1997-2001) placed strong emphasis on human development, and this was continued in the subsequent 9th (2002-2006) and 10th (2007-2011) plans. In particular, the government was aware of the importance of education as a tool for developing people, initiating a major reform of education and the National Education Plan in 1999, which was further enhanced in 2002. The plan introduced lifelong learning as the main principle in national education, stating that the public should receive education throughout their lives as education is not only for during the normal school/college years but is in fact necessary for people of all ages from pre-school age to school age, working age, and the elderly. The only difference is that the mode of educational delivery for those of non-school age might not be the traditional classroom method. Therefore, relevant state agencies must find ways to provide education for people irrespective of their age or gender, and this education must be available on a lifelong basis. In meeting this

objective, an important method is distance education, which is able to provide educational services to large numbers of people at the same time. People of all ages and professions are able to study without neglecting their work duties while those who lacked opportunity in the conventional education system can have a second chance to benefit from education. Furthermore, the quality of this distance education is equal to that offered in the classroom mode in all respects.

KS-4

Open High School System in Philippine

Mari Paul C. Soriano

The Department of Education (DepED) is mandated to promote the right to all citizens to BASIC EDUCATION. IT MUST take appropriate steps in making education accessible to all. With this mandate, providing access to quality education has been the guiding principle of various programs and projects of the Government in the Philippines.

In 2005, DepED embarked on the Open High School System (OHSS). It aims to provide an alternative mode of delivering secondary education that uses a wide range of teaching/learning strategies through print and non-print media. The OHSS is designed as an independent, self-pacing and flexible study. Learners who are unable to start or complete secondary education due to problems of time, distance, education design, physical impairment, financial difficulties and family problems are the main target of the system. The OHSS provide possibilities

for learners who are elementary graduates and qualifiers of the Philippine Educational Placement Test (PEPT), THE ACCREDITATION AND EQUIVALENCY EXAM (A&E) and out-of-school youth of high school age, to complete secondary education under the expert supervision of the school.

OHSS aims to retain in school the potential school leavers and encourage the out-of-school youth from

12-16 years of age to return to school. Its primary objective is to provide learners access to formal education and who CAN eventually BE mainstreamed to the regular program when they desire to do so after passing a standardized evaluation. Secondary schools whether public or private should meet the following criteria if they are to implement the OHSS. These are;

1. High drop-out rate (10% and above)
2. Availability of in-school learning facilities and equipment (library, computer room, laboratory room, workshop room, etc.) FOR EXTERNAL STUDENTS
3. Availability of community facilities (public library, learning center, internet café, etc.)
4. Certification of financial support from the Local Government Unit in the case of public schools.

The program is open to Filipino learners of high school age who can demonstrate capacity for independent learning and are willing to undertake self-directed learning.

In the 14th Congress of the Republic of the Philippines, First Regular Session, 2007 a bill on Open High School System was filed. Senate Bill 1639, AN ACT INSTITUTIONALIZING THE OPEN HIGH SCHOOL SYSTEM AND FOR OTHER PURPOSES or the Open High School System Act, seeks to declare as a matter of policy of the State to broaden access to relevant quality education through the employment of an alternative learning system that would, enable the youth including adults to overcome geographical, socio-economic and/or physical constraints to their completion of secondary education.

The bill envisions an open high school system that delivers educational services to high school students through print, radio, television and computer based communications, satellite broadcasting, teleconferencing and other multi-media learning and teaching technologies that allow students to study on their own without having to regularly attend classes in conventional classrooms. To date, the bill is still pending for approval.

In support for an Open and Distance Learning system, DepED recognizes the potential of technology in transforming education. Projects have been initiated in order to broaden access to quality education. Alternative modes through the use of Information and Communication Technology (ICT) are being studied. The Department believes that to meet the challenges of the 21st century, an evolution from a teacher-lead instructional model to a learner-led personalized model is inevitable. This would require the Department to open doors to alternative learning spaces. In this paradigm shift, TECHNO LOGY plays a major role in creating a new and improved model of teaching and learning where education happens ANYTIME, ANYWHERE.

KS-5

Acceleration Quantity and Quality of Education with the use of ODL in Cambodia

Om Sethy

The present infrastructure that can be used in Cambodia for e-Learning is still poor, but plans for upgrading it are being put in place, The deployment of computers for education will take into account the needs for resources in the provinces for accessing Distance Education through computers. Internet access is still difficult (outside major urban centers) and expensive. An improvement is expected, but it will most probably not be radical enough to bring the price of Internet anywhere near the price in neighboring countries. The creation of a network that communicates educational centers is seriously seen as a partial solution to this problem. The needs for software and know-how in Khmer are being covered by the Ministry and its partners, who have translated the necessary software and courses, and who have the resources to train the necessary staff. It is clear what type of e-learning contents need to be created by the Ministry, aimed at supporting the upcoming Equivalency program. Each University that wishes to do e-learning will have to consider its own target for which it will develop content, considering the demand. The Ministry is putting in place a specific for the deployment of ICT in Education, with

a mandate to develop the use of e-learning. In short, the Ministry of Education, Youth and Sport is taking a very serious look at the use of e-Learning to reach out to

collectives that need to improve their education and who cannot be reached with the present means of delivery. E-Learning will be prominently included in the Master Plan for ICT in Education that will be deployed along the next five years, and the Ministry It is taking he necessary steps to eliminate all possible barriers to its use, taking active steps towards facilitating the application use inside the Ministry and in higher education institutions, in all cases in which this might improve the delivery of education..

KS-6

**Mobilising the Potential of Open Source Content
for ODL Content Development : Possibilities and
Caveats**

Madhulika Kaushik

Director, centre for Graduate Studies

Wawasan Open University, Penang , Malaysia

The ongoing developments in the generation and utilization of open source educational content has opened up the exciting possibility for ODL providers for accessing good quality content at a fraction of the time and cost in comparison to the current practices of content development. The academic logic of saving on the needless duplication of effort in creation of similar content by a number of tertiary level institutions is unbeatable yet concerns of suitability and local relevance are important considerations that temper the excitement of Institutions to completely adopt the Open source route to course development. The potential of the Wiki based technologies for collaborative development however is very attractive to Institutions .specially in respect of masters/specialization level courses where small population but highly specialized content is required and expertise is difficult to mobilize. At the same time the transient nature of content owing to the open edit policy may deter some potential aspirants from the use of such content.

This paper seeks to examine the possibilities opened up through the available information and educational

technologies in respect of the use of Open Source educational software, the prevailing practices and the barriers in the form of both institutional mindsets and concerns for usability, adaptability, ownership and quality. An attempt has been made to look at the implications of utilizing the promise of these technologies by looking at select institutional practices as well as identifying the caveats involved .

KS-7

OER Models that Build a Culture of Collaboration: A Case Exemplified by Curriki

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This article explores the impact that Open Educational Resources (OER) can have on eliminating the “Education Divide.” Advances in information technologies have created unique opportunities for the free exchange and access to knowledge on a global scale. To this end, a growing number of education organizations and foundations are finding that an open source approach can bridge the educational content gap.

Open Source Curriculum (OSC) based on the open source model empowers educators to freely exchange ideas, and leads to the development of best practices and world-class curricula. Curriki, an online community for creating and sharing open source K-12 curricula, is a pioneer in applying an open source approach to curriculum development. Drawing on the social network model, Curriki is advancing a collaborative culture of learning, creating and sharing that is paramount to a networked learning environment.

Committed to the idea that access to knowledge is a basic right for every child, Curriki is a “disruptive change” that is transforming the traditional model of how content



is developed, published, distributed and evaluated. The opportunity exists today to empower every teacher that wants to teach and every student that wants to learn with high-quality open source educational resources at no cost.

Key Words: *Open Source, Curriculum, Collaborative, Learning, Accessibility, Content*

RD-1

Applying constructivism approach in developing distance learning printed materials. Is it possible ?

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Distance learning university has unique characteristics. One of them is the amount of student which is usually larger than the conventional university. In order to serve its students better, both academic and administrative, the distance learning university usually use uniform approach. The approach covers learning process and examination component. The reason of using this approach is mainly based on managerial factors. The uniform approach which is associated with behavioral learning theory limit the creativity of distance students to construct their knowledge. It is necessary for the distance learning students to have a broad spectrum of knowledge used in daily professional activities. The purpose of the present paper is to elaborate the possibilities of using other approach that will be able to enhance student knowledge. Instead of using uniform or behavioral approach, is it possible to apply constructivism theory in developing printed learning material to be used distance learning system.

RD-2

Design of Web Based Learning System by Using Cooperative Learning (CL) Model Approach

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To increasing quality of education to result graduate which high grade quality and acceptable in industrial and business environment, required the improvement of quality both facilities and teacher, but then improvement of facilities and teachers disproportionate with growth of students. Lack of interaction between teacher and student in consequence of restrictiveness facilities and time of interaction became main restrictiveness, one alternative solution to overcome by using web based learning system, besides need to develop learning model of cooperative learning to prepare the graduation who have the ability of hard skill and soft skill as according to demand industrial and business environment. Step of design is literature study, requirement analysis, prototyping design , implementation of prototyping and testing of prototyping with UML modeling system.. By the using the facility of web domain as maximum as possible, learning using model of web cooperative learning is expected to increase the motivation and collaboration in learning activity so the improvement of ability of hard skill and soft skill can be reached.

Keywords: web based learning, cooperative learning, soft skill

RD-3

Porn and violence film in among students, who's wrong?

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There are many uneducated information absorbed by students that use 3G technology. The pornography and violence revolve freely by private telecommunication tools. It is thoroughly not they fault. Mostly teacher forget to run the developing of media is his responsibility. Tools based on 3G information technology that can be used to produce a multimedia are not used optimally. If an available learning media of 3G information technology is made by teachers self in a short movie or file of lecturer notes voice, then porn and violence films will not be touch by the students.

Keyword: pornography and violence, learning media development

RD-4

**Hardware Practices In Computer Engineering
Department for Bachelor Candidate**

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Once requirement for graduated in Bachelor of Computer Engineering is Experiments in order to having experiences with the hardware devices modules performance characteristics, beside of device programming experiences. Recognizing the measurement standard as the base for skill competence could be recommended here, but having the modules for practices at the colleges laboratories in the development country could be difficult aspect steps. STMIK AKAKOM as once Of oldest Computer Colleges at Central Java found these problems.

In order to fullfilled laboratories practices, a groups of lecturer at AKAKOM had develop the hardware modules, that begin from the contents discuss, design, realized, testing, prototyping. Duplicating, and completing the manual instructions for students . The titles of: Basic of Electronics, Digital Circuits, Computer Installation, Interfacing, Micro, Controllers, and Introduction to Control, could be recommended for Computer Engineering Department. Syllabus content format of manual instructions at least having the points of targets, purposes, base of theory, descriptions of Tools/modules, and static picture or block diagram, steps description,

references, and quiz or student assignment. By default of classical method, the manual instructions in print matters. These property could be well prepared to limited distance learning testing, in order to found education capacity enrichment. Limited mean that user have to registered as a students.

Key words: *having experiences, difficult aspect steps, recommended, have to registered.*

RD-5

Comparison of the Results of HYLITE Program in Java and Outside Java

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Information and Communication Technology (ICT) has been growing fast since some years ago. Schools, universities and other education center can not be separated from ICT. Beside that, people also need more education to follow the growth of knowledge and information. The face-to-face teaching-learning activities can not cope with the need of people who work but want to upgrade their knowledge. One solution for this kind of people is giving them an open distance learning (ODL) program, such as the Hybrid learning For Elementary Teacher program or HYLITE Program.

Open distance learning is a system in delivering courses where students do not have to be in a regular class. In the HYLITE program students learn from self-instructional learning materials in the form of print or non-print media. They participate in the interaction process with their peer, the tutors and the learning materials by utilizing the internet. The students also use internet to get and to submit assignments/quiz/test and project from and to the tutors. The interactions also include participating in interactive video teleconference twice every semester. Students can also meet the tutors/lecturers in the face-to-face residential program for three weeks. Most of the time students learn by themselves. One style in ODL

is hybrid teaching-learning activity, whereby, periodically students have to be in campus to do face-to-face activities with tutors, which is termed as residential program. The rest of the time students conduct independent learning supervised by the tutors using ICT and written and other material.

Indonesia practices HYLITE for student's teacher at the consortium of 23 universities in Java and outside Java. Lecturers used internet and other ICT to help students in teaching-learning activities. Both tutors and student study ICT skills, such as MS office, email, internet and creating personal weblog, which can help them in teaching-learning activities. Tutors also developed web-based courses using MOODLE.

The purpose of the study is to investigate whether there are any different on students' and tutors perception between universities in Java and outside Java in some variables. The results of the study only found one difference, that is related to the residential program. Students from Java felt the residential activities were too long compare to opinion of their colleagues from outside Java. The rest of variables had no differences in the perceptions of HYLITE program according to respondents in Java or outside Java.

RD-6

The Phenomenon of Communication in E-learning : A research of S1 PJJ PGSD Gorontalo State University students activity

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The activity studied taught in the tertiary institution essentially was the process of instructional communication that is delivery ordered/information from the lecturer to the student who was packed in the form of lecture material. The activity studied taught this definitely happened because of the existence of communication between the lecturer and the student. The process of this simple communication could be interpreted that ordered that was sent happened in the interaction of contact between the lecturer as source and the student as receiver. The utilisation of telecommunications technology for the learning activity in the tertiary institution in Indonesia was increasingly conducive with the publication of the Instruction Minister Departemen of Nasional Education (SK Mendiknas) in 2001 that pushed the conventional tertiary institution to hold distance education.

The use e-learning in the studying process taught not meant the role of the lecturer could be replaceable, but with the method e-learning this could be seen by the change in the context of communication that happened between the lecturer and the student. Possibly in the conventional method the process of communication did not experience the change as a result of the position from respectively the element of communication, but in the method e-learning this more will facilitate communication between the lecturer and the student. Like that was revealed by Zainal A. Hasibuan that "E-

learning not merely the process men-download material that has been provided in the internet, but must give an environment to carry out the process pembelajaran as in the case of pembelajaran through the conventional class (contact)

The acceleration of the utilisation of information technology and communication in the learning method in the tertiary institution took part in being felt also by the Gorontalo State University, especially to the Children Education Major, Faculty Of Pedagogy by The main problem that was expressed in a deep manner was how the phenomenon of communication that was experienced by the students of S1 PGSD PJJ Gorontalo State University in the studying activity opening the distance education program of S1 PGSD that used e-learning as the media in the studying activity taught. The phenomenon of communication that happened in the studying activity taught with used e-learning this that will be was revealed more far by using the qualitative method through the phenomenology approach.

The object of this research was elucidation of symbols verbally and non-verbally by the students in the studying activity taught when they communicated with the lecturer and the fellow student through e-learning. We also observed non-verbal symbols at the time of the interview with the informant. To more maximised results of the research, the researcher also carried out observation when the informant carried out his activity and at the time of residensial.

Key words: phenomenology approach, communication, e-learning.

TL-1

Blog as the Media in Teaching-Learning Process

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A blog is essentially a web page with regular diary or journal entries. (Dudeney and Hockly, 2007) Futhermore Dudeney and Hockly classify a blog for teaching-learning in three different types i.e. class blog, tutor blog and student blog. In using as a media, a blog can be functioned for collecting the students' assignments. Mostly the students can put the assignments in their blogs in the form of written text, picture, audio or even video. This article tries to explore the effectiveness of the blog as a media. Comparing three types of blog, most students prefer to have their own blogs to compile their assignments to the class or tutor blog. The use of blog as media in teaching-learning process is preferable because a blog is easy to set up and use with no specialist technical knowledge required.

Key words: *blog – teaching-learning – assignment - media*

TL-2

The Use of E – Learning for the Students Distance Learning Program : The on line tutorials at the Faculty of Education Universitas Terbuka

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The use of E -- Learning currently becomes a trend in the academic and professional both for face to face instruction and for the distance learning system. This paper discusses the development of E – learning at Universitas Terbuka (UT) especially for the student' services for teacher education students. The discussion covers the number of courses available in the on-line system, and the students' participation in the on-line activities. The data is obtained from the registration period of 2005, to the period of 2007 accessed from the <http://student.ut.ac.id/mod/statut>.

The result shows that during the six registration periods, the number of courses available in the on-line system increases at the faculty of education from 48 courses in the first semester up to 62 courses in the second semester in 2005. In 2006, the courses available in the on-line system increases from 98 courses in the first semester and 99 courses in the second semester. In 2007, the number of courses reach up to 126 courses in the first and 134 courses in the second semester. Meanwhile, the

student's participation in the on-line tutorial increases for the six registration periods. This can be seen in the first semester of 2005, the number of students involved in the on-line tutorial is 401 students. This number keep on increasing during the second semester of 2005 up to 806 students. In 2006, the number reaches rapidly up to 1257 students in the first semester but it decreases until 1196 in the second semester.

However, in 2007 the number of students participating in the on line tutorial increases from 1440 students in the first semester to 1683 students in the second semester. On line tutorial was conducted during 8 weeks. Study program select the courses to be tutorialized. Lecturer acts as a tutor and he/she should make initiation material to be up loaded every week. Those materials are sent to the students participated in tutorial on line as a discussion material. Those materials consist of literature review, summary, highlights of the important issues of the material, exercise, simulation or questions.

Key words: *on-line tutorial, courses, student's participation.*

TL-3

Web 3.0 and its accompanying changes upon distance learning in universities

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Web 3.0 is defined as the third generation of evolution of the web, regarding the way of organizing and retrieving data. Its important point is that it brings about a diffusion between the teacher and student. Students are involved in creating reusable learning materials which are shared in the web. Therefore, learning materials tend to be open source and exchanged freely across institutions. The openness may result in the more collaboration among institutions, especially in open universities.

As a result, some initiatives must be taken to ensure students preparedness to take part in the collaboration among institutions, and taking advantages. In addition, open source learning material may be modified by students. Thus, there should be some initiatives for overcoming the problems and improving learning process.

TL-4

Blogs As Electronic Learning Journals For Science Teachers of Junior High Schools of Tangerang Municipality

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Blogs (web logs) are one of the fastest growing features of the World Wide Web. At its simplest a blog is a personal web based space for writing managed by the author who compiles lists of links to personally interesting material interspersed with information and editorial. Recent research conducted at the Universitas Terbuka in the Faculty of Mathematics and Natural Science has explored the range of potential applications of blogging technology in education and training for student communication, learning content delivery, student mentoring, professional development, collaboration and knowledge management. The focus of this article is on the use of blogs by teachers as learning journals. Blogs are able to integrate the personal aspect of a traditional learning journal or diary that documents a teachers' journal through their leaning with the immediate publishing capability of the web. A blog site was developed specifically for the research and groups of teachers from three learning contexts developed online learning journals as part of their teaching. Qualitative interviews were conducted with participants using informal open ended questions.

Participants reported enthusiastically about the use of blogs for storage and safekeeping of learning, maintenance of learning routines, encouragement to structured thinking and revision and the possibilities for transformation to meaningful knowledge from learned information. The use of blogs as e-learning spaces is supported by this research which offer the possibility of a new tool to add to the more familiar forms of online communication and extends the body of evidence that support the use of learning journals as part of the education process.

Key words: Blogs, learning journals, student communication, learning content delivery, student mentoring, professional development, collaboration and knowledge management.

TL-5

Using Internet and Multimedia Technology to Develop an Integrated E-Learning Media that can Guide, Facilitate and Improve the Quality of Cooperative Learning Activities

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Cooperative learning is an effective, powerful and exciting way to improve students understanding of a subject. Students are divided into or organize themselves in a small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. The results show that students who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

The rapid development of internet and multimedia technology from time to time has changed the way we do our learning activities. Today is the era of e-learning, on-line learning, multimedia (integrating audio, video and animation), multiple sensory stimulation, collaborative

work and information exchange.

The problem is that today, many e-learning materials and media is not "Cooperative Learning Ready". The e-learning materials and media do not facilitate or guide students to master the learning subject in a cooperative learning environment.

This paper will discuss matters on how to utilize internet technology (computer internet networking system, internet DNS (Domain Name System) and web server (apache server), internet database server (My SQL server), e-learning content management system (Joomla, Moodle and A-Tutor), blog and instant messaging system) to create online web based distance e-learning education system that can provide necessary guidance system and facility for students to improve Student Teams Achievement Division (STAD) cooperative learning activity.

The multimedia based e learning material is very important element in supporting STAD cooperative learning activity. This paper will also discuss matters on how to create multimedia based e learning material that contain guidance, resources and tools necessary to support students in the cooperative learning activity. The flash (swf) multimedia technology is becoming a standard tool for developing a web based multimedia e learning material that support the STAD cooperative learning activity.

Giving a certain reward to the successful team is very important aspect in the STAD cooperative learning activity. The online web based distance e-learning education system should be able to give a reward to the successful team in the STAD cooperative learning

activity. In order to do that, the distance e-learning education system should be able to provide and manage a "professional assignment center" where people or professionals from various business institution worldwide can post a certain assignment (to help them support their business process) for a group of student teams (in a the STAD cooperative learning environment.) and willing to give a certain reward or compensation to the successful team (mutual benefit) for being able to complete the assignment and producing a good quality product.

The matters that is discussed in the paper can become a guidance for teachers or lecturers to create or develop an integrated e-learning material and media that can guide and facilitate and improve the quality of student cooperative learning activity, so that student understanding of the learning subject can be improved significantly.

Key words: e-learning, cooperative learning, ICT, internet & multimedia technology.

TL-6

Virtual class integrating technology to support project learning Background

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Peter Senge (1990) mentioned that the progress of development in one country more less depending on the quality of their human resources and it could be influenced by the quality of their education. It will affect the lower rank of their *Human Development Index* (HDI) and *Global Competitiveness Index*.

The quality of education should be improved if the government create a conducive situation to push the growing of educational philosophy for establishment more think tanks on educational development. Because through these think tanks, we put the futuristic aspects of our quality assurance on human resources development.

Objective

Improvement of human resources development should be begun on how to increase the quality of our primary school through implementation of school based management. But we have thousands of primary schools so to solve the problem, I proposed to establish a virtual class that will integrate technology to support project learning.

Why? Because sometimes the cohesiveness of quality assurance trapped on how to get ISO 9001 certificate and how to promote dual degree and forgot how to implement project based learning in our schools supported by collaborative management. Those two things already put outside on our syllabi and our day to day school management.

Without any improvements, our society will push to lay down on their real challenge and lose their awareness on humanity, environment, mora! and ethics

Problems

There are two big problem for implementing virtual class as a part of the ODL Program :

- We need reliable internet connectivity and appropriate web browser software to participate in the virtual class
- Mentoring learning environments :
- The environment where students will access courseware and complete assessments
- The environment where students will complete individual practices described in the curriculum found in the ODL Program

Methods

With a very limited budget and human resources, again I proposed to use project learning supported by collaborative management to re-shape a new model of virtual class.

Project learning supported by collaborative management is a systematic teaching and learning model (compatible with the ODL Program) that engages students in

learning knowledge and skills from a series of complex tasks including : design and planning, problem solving, decision making, product and artifact creation, and the communication results

Results

This project is an ideal online environment for virtual class' students to create and collaborative online projects (and many tasks can be worked in offline basis). Some benefits include :

- Students can collaborate with other students in our virtual class or around the world
- This project inspires students creativity and promotes cross-cultural learning
- Cross-virtual class project teams facilitate cultural exchange, encouraging students to think globally
- Projects are organized into topic categories making it easy to find areas of interest to explore or join.

Using project learning supported by collaborative management, we can accelerate the education quality and quantity, especially in rural and remote areas.

PD-1

Learning quality enhancement through information and communication technology (ICT)

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Learning conducted in class could be effective and meaningful for students when a pleasant and interesting atmosphere as well as students' eagerness towards learning prevails in the classroom. In line with this, the roles of teachers in facilitating the learning activities should be considered as the way to pay close attention to the students' character and needs. Information and Communication Technology (ICT) as the learning media is an effort for teachers and practitioners to enhance the quality of innovative learning. In having the concept and the ability of using ICT, it requires some concrete steps or applicative trainings for teachers.

Key words: Learning, ICT, teachers, students, learning quality

PD-2

**Constructivist Strategy for Concept Development
Teaching Science in Elementary School**

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Teaching Science is becoming crucial issue since science is a body of knowledge about nature that represents the collective effort, insight, findings, and wisdoms of human race. The related issues in teaching science need to be examined closely. This paper focusing on explores of how students learn science, Indonesian schools, children's concept development, constructivist view of teaching and learning, and misconceptions and learning. The current findings need to be examined; explored and later on further studies are needed to improve the quality in teaching and learning science.

Key words: teaching, learning, science, misconceptions, constructivists

PD-3

Improving the english speaking competence of students : exploratory Study On The Students Of Diploma III Translation Program at Universitas Terbuka

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The aim of this research is to prove that the students' fluency in speaking English is not necessarily followed by the accuracy in using it. The research employed total sampling technique and 132 students were chosen as samples. Data was gathered by observation and documents. Analysis was done based on their speaking exam results which are divided between the fluency and accuracy scores (secondary data). The result of the analysis shows that the number of students whose fluency score is higher than its accuracy one is higher than those whose fluency score is the same as the accuracy one. It can be concluded that individual differences play an important role in building the fluency and accuracy of their speaking English.

Key words: *accuracy, aptitude, fluency, individual differences*

PD-4

The Role of E-Learning In Improving The Quality of Public Services Skills of Local/District Government Officials

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Since decentralization has been practiced, the quality of public services in Indonesia is still not good. In this sense, people still face the illegal administration fee and inefficiency in governmental bureaucracy. The government has tried to resolve the problems by designing faster, cheaper and more transparent services in public services based on ICT or e-government, however, the implementation of e-government had not worked as it was hoped. This is because the lack of competencies or skill of human resources in managing e-government. To handle such problems, based on President Instruction (INPRES) Number 3/2003, the government tried to improve all of the government staffs quality, and obliged them to utilize the distance learning system through e-learning.

Key words: *public service, human resources quality, e-learning*