SEAMOLEC INITIATIVES ON IMPLEMENTATION OF SEAMEO 7 PRIORITY AREAS

Cahya K. Ratih
SEAMOLEC Content Manager
cahya@seamolec.org
Amazing ASEAN

Area: 4,435,618 km²
Population: 625 Million
GDP: 2.4 T USD
GDP Growth: 5.2%
GDP/Cap: 3,832 USD
Visitors: 98 Million

Source: ASEAN Secretariat. 2013 data
1. Early Childhood Care and Education
2. Addressing Barriers of inclusion
3. Resiliency in the Face of Emergency
4. Promoting Technical & Vocational Education and Training
5. Revitalizing Teacher Education
6. Promoting Harmonisation in Higher Education and Research
7. Adopting a 21st Century Curriculum

SEAMEO 7 Priority Areas 2015-2035

A New Education Agenda
Southeast Asian Ministers of Education Organization
Regional Open Learning Centre

SEAMEO 7 Priority Areas 2015-2035

4. Promoting Technical & Vocational Education and Training
5. Revitalizing Teacher Education
7. Adopting a 21st Century Curriculum
SEAMOLEC INITIATIVES

1. Online course on 21st Century Project-Based Learning (Cross Subject PBL) for teachers.

2. 5 years Thailand – Indonesia Vocational Institutions Partnership.

3. Mobile assisted language learning development for German language in cooperation with Goethe-Institut (MAGIS Camp).

4. Digital Simulation as an effort to communicate concept and idea through digital presentation for Vocational Schools students in Indonesia.


6. Online exams (Ujian Dalam Jaringan) as part of Digital Class Programme.
ONLINE COURSE ON 21\textsuperscript{ST} CENTURY PBL MODEL

**Duration:** 3 months online course

**Participants:** 137 participants from 17 countries

**Platform:** Social Learning Network (edmodo)

**Activities:** Video-based lecturer, reading materials, online discussion, assignments

**Topics:**
1. Issues and challenges in PBL
2. PBL Across Subject
3. 21\textsuperscript{st} Century Skills in PBL
4. Integrating technology tools in PBL

**Output:** Project plan on PBL across subjects based on collaborative idea
THAILAND-INDONESIA VOCATIONAL INSTITUTIONS PARTNERSHIP

Principles:

1. The partnerships are based on **common interest** in enhancing competency-based education, pedagogical methods and ICT skills.

2. The vocational institutions **share student and support staff mobility** within the partner network in order to strengthen intercultural communication and working skills.

3. **Flexible solutions and tailor-made training/learning paths** for developing professional know-how in several fields.
## Fact and Finding

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Indonesia</th>
<th>Thailand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Institutions</td>
<td>127</td>
<td>148</td>
</tr>
<tr>
<td>Number of Institutions executed the cooperation</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>Number of student exchange</td>
<td>134</td>
<td>74</td>
</tr>
<tr>
<td>Average of student staying duration</td>
<td>1,5 months</td>
<td>1,5 months</td>
</tr>
<tr>
<td>The longest students exchange</td>
<td>Tourism and Hospitality</td>
<td>Accounting (Business and Commerce)</td>
</tr>
<tr>
<td>Number of teacher</td>
<td>43</td>
<td>46</td>
</tr>
<tr>
<td>Average of teacher staying duration</td>
<td>30 days</td>
<td>14 days</td>
</tr>
</tbody>
</table>
MOBILE ASSISTED LANGUAGE LEARNING DEVELOPMENT (MAGIS CAMP PROJECT)

1. Planning
2. Development
3. Evaluation

Content Developer

Mobile Learning

Programmer

Designer

Critical Thinking & Problem Solving
Creativity & Innovation
Communication & Collaboration

Vocational Students
REGIONAL MAGIS CAMP 2016
PILOT: INDONESIA, MALAYSIA, THAILAND

1. In-Country Technical Workshop
   ▪ 5 days workshops for vocational students (grade 10-12) as programmers and designers
   ▪ In collaboration with MoE/vocational institutions with SEAMOLEC trainers

2. Regional MAGIS Camp Workshop
   ▪ 7 days workshops, involving 30 students from 3 countries, assisted by Goethe-Institute and SEAMOLEC experts.

Google Play Store
Keyword: SEAMOLEC Magis Camp
DIGITAL SIMULATION
AN EFFORT TO COMMUNICATE IDEA AND CONCEPT THROUGH DIGITAL PRESENTATIONS

Entrepreneurship

Class X: C1 Digital Simulation
3 hours/week, 38 F2F meetings

Class XI: C3 Development of Creative Product

Class XII: C3 Development of Creative Product

NATIONAL CURRICULUM VSS (SMK/MAK)
ALL AREA OF EXPERTISE
DIGITAL SIMULATION
CREATIVE LEARNING

IDEA
• Identify problem
• Digging & managing information
• Considering options
• Solve problem

PRODUCT (Create)
• Texts
• Pictures
• Videos
• Simulations

SHARE
• Present
• Communicate
• Collaborate
• Promote
COMPETENCIES

1. Digital Information Management

- Browsing, synchronous & asynchronous communication & collaboration, cyber class, digital citizenship

2. Online Communication & Collaboration

- Utilization of documents processing, spreadsheet, & presentation, formatting digital text equipped with multimedia, presentation techniques

3. Visualization of Concepts

- Planning and producing video/animation
ADOPTING 21ST CENTURY CURRICULUM FOR SCIENCE AND MATH

Project Overview:
Development of learning community system (LCS) that provide virtual interactive education process on Science and Mathematics for teachers and students utilizing 21st curriculum concept and philosophy.
PHASE 1: DIAGNOSTIC TEST (BASELINE STUDY)

Objective: mapping student competency level in science and math.

Target group: grade 5, 8, 10 of students from SEAMEO member countries

Result:

The graph showed irregular trend in student readiness in Science and Math.
FUTURE SCENARIOS

1. Prepare activities post Diagnostic Test (2016)
2. Conducting Piloting I as Intervention Study (2016)
3. Conducting Piloting 2 as Validation Study (2017)
LAUNCHING OF INDONESIA DIGITAL CLASS
BY H.E ANIES BASWEDAN
MINISTER OF EDUCATION AND CULTURE [18 SEPTEMBER 2015]
INDONESIA DIGITAL CLASS

2016
1650 VSS as Reference Schools
12.800 VSS
+-4.3 mio VSS Students
128 programs
## STAGES OF IMPLEMENTATION

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing online learning for learners by conducting online tests/exams</td>
<td>construct online test</td>
<td>do online test, get to know learning environment</td>
</tr>
<tr>
<td>2</td>
<td>Blended learning</td>
<td>plan and introduce flipped classroom model</td>
<td>follow online learning at home and collaborative activities at school</td>
</tr>
<tr>
<td>3</td>
<td>Creating learning resources</td>
<td>create learning resources</td>
<td>learn from digital resources (ebooks, multimedia)</td>
</tr>
<tr>
<td>4</td>
<td>Full online implementation</td>
<td>plan, implement, evaluate learning process through online environment</td>
<td>learn, interact, and do evaluation through online environment</td>
</tr>
<tr>
<td>Level</td>
<td>Province</td>
<td>City</td>
<td>School</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------</td>
<td>------</td>
<td>--------</td>
</tr>
<tr>
<td>Primary School</td>
<td>13</td>
<td>21</td>
<td>247</td>
</tr>
<tr>
<td>Junior Secondary School</td>
<td>15</td>
<td>25</td>
<td>301</td>
</tr>
<tr>
<td>Senior Secondary School</td>
<td>9</td>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td>Vocational High School</td>
<td>9</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>TOTAL</td>
<td>623</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ONLINE TEST BETWEEN COUNTRIES

Thailand High School

Indonesian High School
ONLINE TEST USING EDMODO (OPENSOURCE):
HANOI (VIETNAM) – KUANTAN (MALAYSIA) – BANDUNG (INDONESIA)

ENGLISH TEST DEVELOPED BY TEACHERS IN VIETNAM AND INDONESIA
Education !!!

Seoul, 1960 - 2016
THANK YOU
ขอบคุณ ค่ะ
អរគុណ
TERIMA KASIH