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INDOPED WP4

Deliverables/results/outcomes – Reference number 4.1

Quality assurance progress report number 2.

Deliverance: 22th of February 2017.

Foreword:

This report covers the elements, which the WP4 team (Widya Mandala University and Business Academy Aarhus) considers to be the most important to monitor and assure in the second report in order to cover the progress of the process in the INDOPED project.

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Table of content

1.The criteria of the project.....	3
2. Piloting – Planning and implementation	3
3. Pilots – process and evaluation	8
4. Preliminary conclusions on Progress and challenges	14
5. Project management	17
6. Recommendations.....	19
Appendix.....	20
Appendix 1: Questionnaire.....	20
Appendix 2: Narrative report	20
Appendix 3: Self-evaluation forms for teachers and students participating in pilots.....	21
Appendix 4: Brief reports on every pilot done in 2016.	21

1. The criteria of the project

Purpose:

INDOPED is an extensive 3-year project, where the project partners are a diverse group of Indonesian and European universities. To assure the expected quality and progress in the project, the important elements to assess and monitor, especially to provide content for this second QA report, is that **all project partners are in the process of piloting, implementing and evaluating the chosen European innovative learning methods. Following thereof is, that the INDOPED project is progressing as expected.**

Actions taken in regard to this purpose:

- Questionnaire with specific questions regarding the INDOPED pilots and the project in general (see Questionnaire in appendix 1) was shared via a link on Podio to all participants. Also, time was given at the Yogyakarta general meeting 01.12.16 to fulfil the Questionnaire. Afterwards the link to the Questionnaire was distributed to all teachers participating in pilots, including those not attending the GM in Yogyakarta. Widya Mandala Catholic University Surabaya also kindly reminded the teachers at the Indonesian Universities to fill out the Questionnaire in January 2017.
- Distribution and collection of data was administered by EAAA through Survey Exact (an online data questionnaire and data analysis programme).
- Open questions were used in the questionnaire in order to get all relevant thoughts, considerations and answers concerning the pilots and lessons learnt from the pilots.
- As a supplementary source of knowledge on the process and progress in the first year of the INDOPED project, all team leaders were asked to do a brief, narrative report, stating their reflections over the first year of the project. (See the required form in appendix 2). This report was to be handed in to the WP4 team at the deadline on 22th of January.

Conclusion:

The questionnaire was answered by 57 project participants from the Indonesian partners and 10 from European partners. 3 team leaders have contributed with a brief narrative report with reflections over the first year of the project on the 13th of February 2017. Besides these two sources of information and knowledge, the report also includes perspectives and shared knowledge from the GM in Yogyakarta and, in a small extent, information and knowledge from other WP's than WP4.

2. Piloting – Planning and implementation

Purpose:

The focus of the first general meetings, in Surabaya and Jakarta respectively, was on describing and presenting the tested European pedagogical practices and methods for modernization of Indonesian higher

education, whereas the focus of the GM in Yogyakarta on 30.11.16 to 02.12.16 was presenting and discussing the implementation and evaluation of the pilots done so far at the Indonesian Partner Universities.

Actions taken in regard to purpose:

- A preliminary planning of the pilots including preparation meetings, meaning planning of European lecturers' facilitating and monitoring of the pilots at the different Indonesian universities during 2016 and 2017, was carried out during the Jakarta meeting in April 2016.
- The project management at TUAS received during May 2016 a description and agreement on the pilots from all participants, including the timeline in the pilots.
- In September 2016, the project management at TUAS sent out documents for the use of all partners to document visits from Indonesian partners in Europe and vice versa, documenting monitoring visits in Indonesia made by the European partners. The documents were filled out and sent to Mrs. Meiju Keinänen during autumn 2016 and in the beginning of 2017.

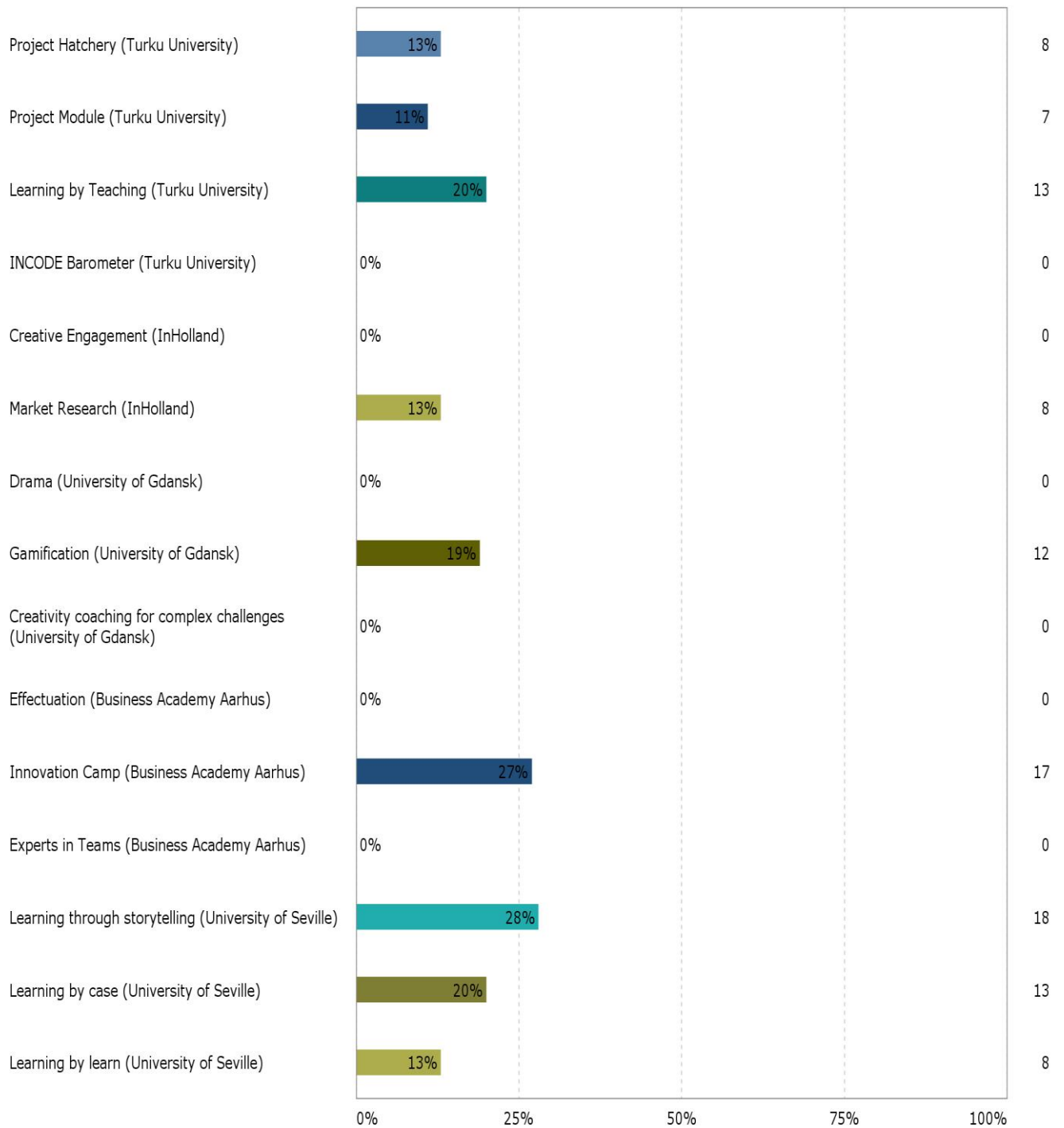
Conclusion:

The results of the actions taking were a number of pilots in the participating Indonesian Universities during 2016 and a plan for more pilots during 2017. At the GM in Yogyakarta late 2016 the plan for pilots was revised and almost every Indonesian partner choose to add new pilots to those already scheduled in 2017. This is very encouraging and contribute to the progress of the process and the overall quality in the project!

In general, the pilots have affected a great number of both teachers and students at the Indonesian Universities. The European partners have performed a number of monitoring visits, (95.2% of all pilots were monitored by the European partner), assisted with planning and preparation of implementing the pilots and supplying the relevant descriptions and documents for securing a successful pilot.

Figure 1 shows, that almost all methods from the European partners have been piloted, thus secured a broad variety of methods being brought into play and tested in the INDOPED project.

Figure 1: Which methods have you chosen to pilot at your university?



As figure 2 shows, the status for the pilots in the beginning of December 2016 was, that 33 respondents answered, that pilots were currently taking place and 23 respondents stated, that the pilot had already taken place.

Figure 2: Have the pilots taken place?

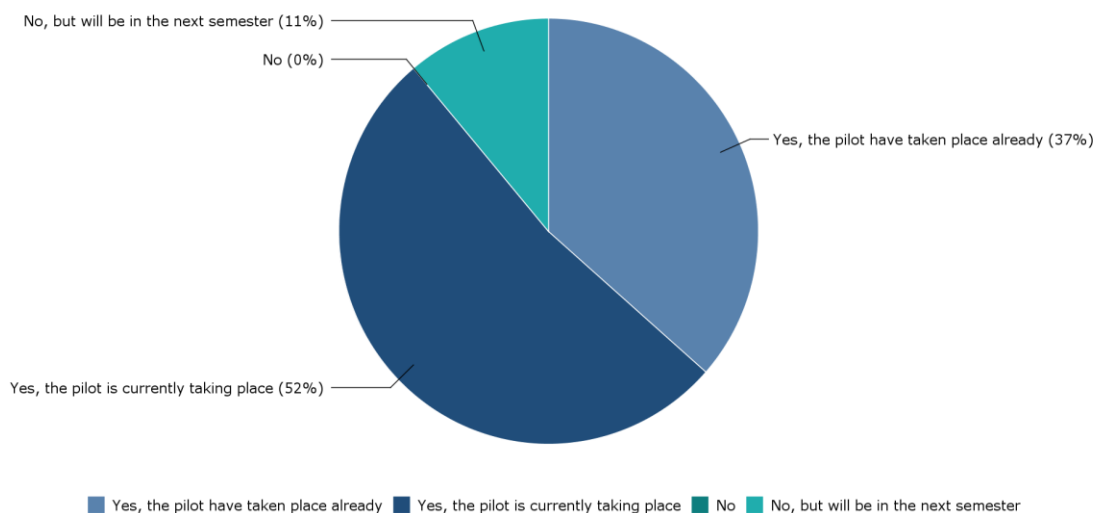
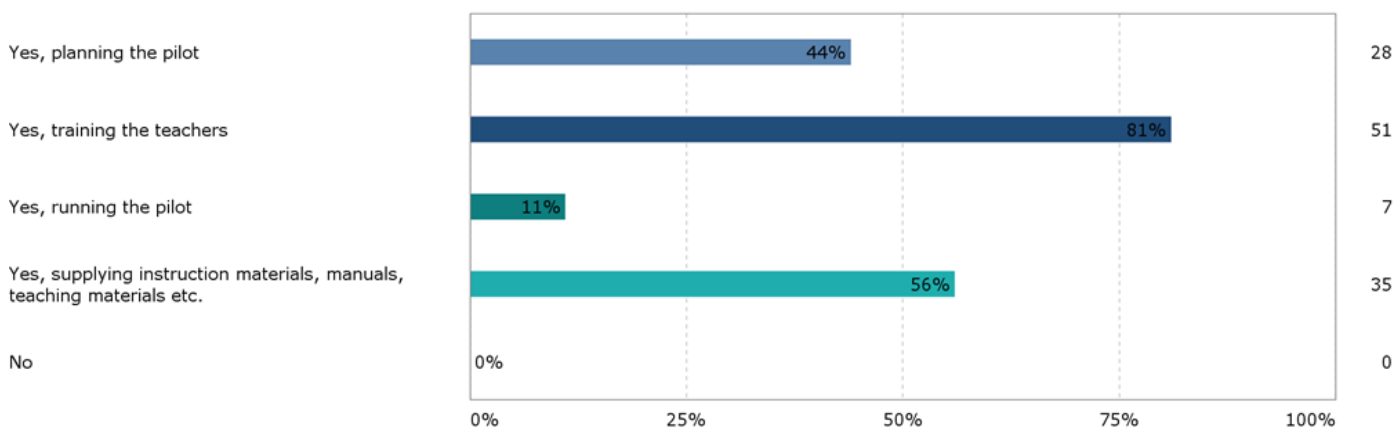


Figure 3: Tasks for the European partners before and during the pilot



It is clear from figure 3, that the involvement in the pilots from the European partners have consisted of more tasks than “just” monitoring, which complies with the overall purpose of the INDOPED project, encouraging a close collaboration between European and Indonesian universities about modernizing innovative pedagogical methods.

As mentioned, quite a large number of Indonesian teachers and students have been involved in the pilots. This is stated in figure 4 and 5. **59 Indonesian teachers and project participants** have answered the

questions about teacher and student participation in the pilots. Also, as a part of WP3 (Evaluation) a great number of teachers and students has done self-evaluation before and after the pilots. See the used forms in appendix 3.

Figure 4: Teacher participation in the pilots.

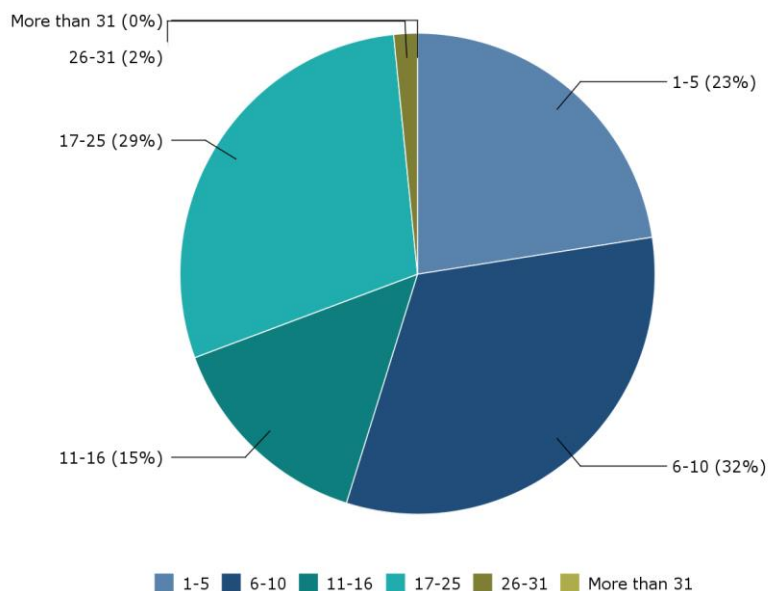


Figure 5: Student participation in the pilots.

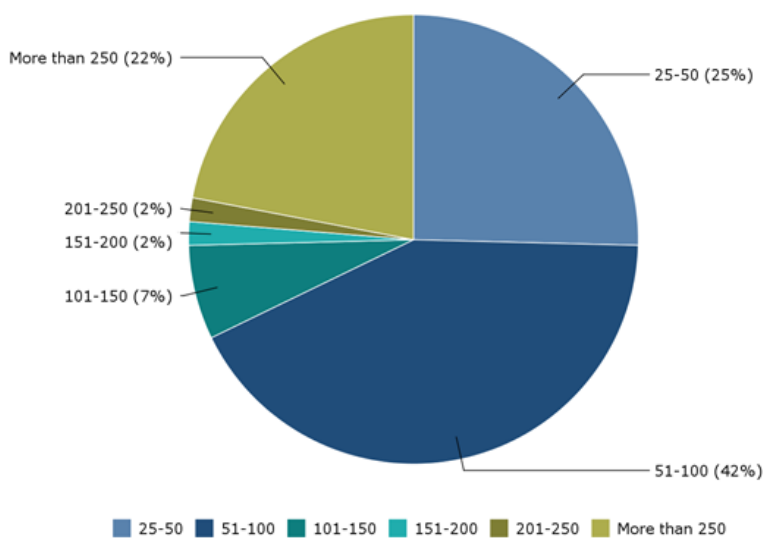
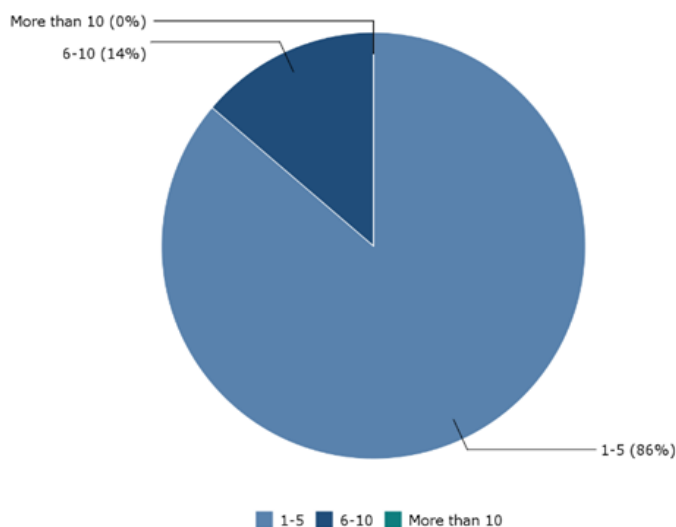


Figure 6: European partner participation in pilots.



Of course the number of European teachers and project participants in the pilots are at a lower level than the participation from the Indonesian Universities. The most common case has been, that between 1 and 5 persons from the European partner have participated in the pilots in some way.

3. Pilots – process and evaluation

Purpose:

After the conduction and conclusion of the self-assessment of the Indonesian university partners, there was a necessary customization of the workshop materials before the learning methods could be piloted according to the agreed plans at the Indonesian partner universities. During the summer and autumn in 2016 the different pilots were done, allowing all partners, both European and Indonesian, to experience and gather valuable knowledge and learning through the implementation of the pilots.

As one of the means to secure a successful pilot, it was very important, that the communication between the Indonesian and European partners was sufficient, smooth and timely. It was also important, that the lessons learned from the pilots were presented and discussed in the project with as many participants, especially teachers, present at the GM in Yogyakarta as possible, in order to share and learn from the obtained knowledge regarding the advantages and disadvantages using the different European methods.

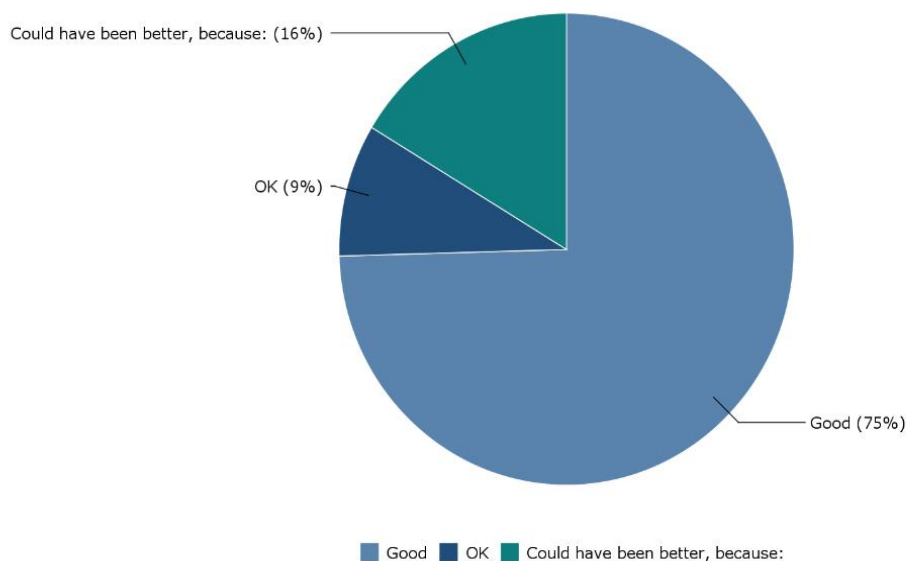
Actions taken in regard to purpose:

- The European partners jointly decided to allow 2 extra persons (teachers responsible for pilots) from each Indonesian partner University to participate in the Yogyakarta GM, especially on Wednesday 30.11.2016, so that the lessons learned from the pilots could be recognized and shared among as many teachers as possible.
- The agenda for the GM in Yogyakarta was very much assigned for sharing experiences from pedagogical pilots as the whole first day was dedicated to the theme “Lessons learned from pilots”. The main points, that were presented and discussed in the presentations, were 1) Short overview of the method, 2) How the selected method was piloted, 3) Lessons learned, 4) Open questions.
- Also, time was given on the second Day of the GM to update the piloting plan for 2017 for all partners including draft of the mentoring (European partners go to Indonesia) and study visit (Indonesian partners go to Europe) plans.
- WP 3 team leader Adam Jagiello-Rusilowski (Team Gdansk University and UIN) presented preliminary results from evaluation and strongly encouraged all Indonesian partners to conduct the evaluation of pilots like agreed earlier. Both students and teachers participating in INDOPED pilots have been asked to do self-evaluation. See forms in appendix 3.
- WP 4 team leader Susanne Østergaard Olsen (Team WM and EAAA) organized time for filling out the QA on line Survey.
- WP 5 team leader Sakari Koivunen from TUAS gave video instructions dissemination of the INDOPED project, especially on the use of social media in disseminating INDOPED project
- Cahya Ratih from SEAMOLEC added several important issues related to next INDOPED Newsletter which will be published in February 2017. Also, Cahya Ratih encouraged all partners to plan and join webinars, with the purpose of sharing knowledge and lessons learned from the pilots.

Conclusion:

All in all, the process in performing the pilots was successful and the following evaluation of the pilots are overall positive and express many valuable lessons learned.

Figure 7: The information flow in the planning of the pilot?



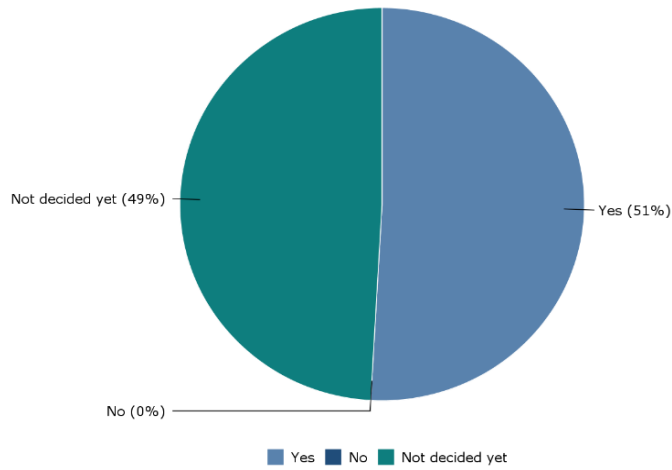
Overall the communication and information flow around the pilots have been good. Few remarks from the 16 %, answering, that the communication and information around the pilots could have been better, were made:

- If the workshop of the EU methods were given better in the Kick-off meeting in Jakarta, we could have had better understanding for each method and choose more methods to pilot
- More direct contact per email or Skype
- Communication was not always smoothly
- We should have allocated more time in the planning
- I found that the PODIO was not so effective in delivering the information
- There has been rather no clear guidance within the WP2 itself.

Although these remarks have been made, it is not the prevailing picture of the information flow around the pilots, but in order to secure a fluent and valuable flow in planning, implementing, monitoring and evaluating the pilots, it is important for the implicated partners in each pilot to focus on.

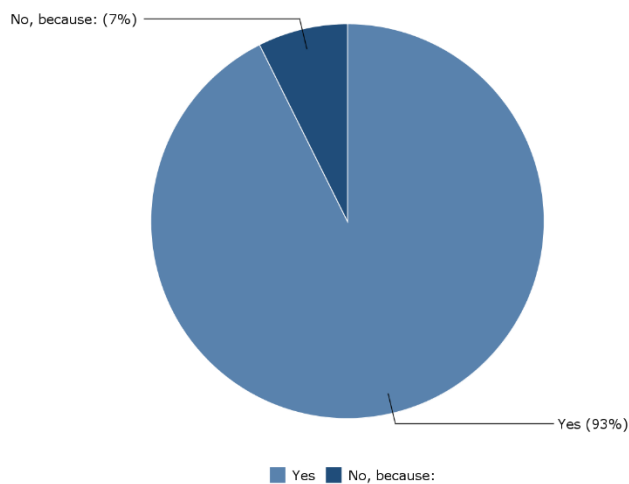
As stated before, the evaluation of the pilots is overall positive, but it seems to demand some time, experience and further dialogue, before the Indonesian partners are ready to include the piloted methods in the regular curriculum as figure 8 shows.

Figure 8: Will the piloted method be a part of the curriculum at the university in the next academic year?



The timing in doing the pilots is not hindering the decision concerning the inclusion of the piloted methods in the curriculum, as all pilots seem to be on track with the plans made. This is clear from figure 9.

Figure 9: Are you on track with your plans for doing pilots?



When it comes to lessons learned from the pilots, and considering what has been the most important outcome of the INDOPED project so far, the process has been as expected and valuable in itself and the obtained leaning and knowledge. The partners have stated the following evaluation of the process and the outcome of the pilots and the INDOPED project so far:

- Pilots.
- New learning methods.
- There has been an increasing awareness of the need to move from teacher-center-learning to student-center-learning.
- Introduction to new EU Partners
- Inspire the university to break the old tradition of teaching method
- A change in teaching conception from the teacher and learning habit from the students towards more student-centered learning.
- The Network and Results.
- Collaboration with Indonesian partners as well as with European ones.
- Improve methods of teaching and networking between Universities in Indonesian and European.
- The pilots/methods have increased the students' soft skills.
- Change in learning and teaching activity in a good way, more variations.
- Improving teachers teaching skills and confidence, give them a chance to 'upgrade' themselves and broadening their knowledge and experiences especially due to the chance to visit and do benchmarking to European university.
- Engagement in a professional dialogue with Indonesian partners.
- It will generate more creative learning method.
- Innovation pedagogy to support applied sciences faculty.
- Modernizing learning methods which are applicable and sustainable.
- Experiencing European pedagogy system through collaborative work.
- Through the INDOPED project, the institution gets an opportunity for increasing the quality of human resource (teachers and students), and get an opportunity for the accreditation.
- Cooperation between departments.
- Being able to successfully conduct new pedagogical practices on a big scale.
- Changes of mindset and ecosystem within the university level. Although still minor.
- By participating in INDOPED project, it supports our university to internationalize, teachers can be improved by new teaching methods, which also can improve the competencies of students.
- The student, as well as the teacher enjoy more their learning and teaching process.
- The new concept of method to increase the student's soft skills.
- The cooperation between European partners and Indonesian partners went well and is a good start to maintain this cooperation in the future.
- Our university will try to disseminate the pilots that are chosen to other universities.
- Teachers and Students got new experiences and learn new skills.
- The INDOPED project is one of the means in realizing a life-improving university.
- The students have become more creative, critical, and innovative learners.
- Improving teaching methodology.
- Students are more active to improve their knowledge.
- The role of the teachers as a facilitator can be implemented fully in this project and the students become more active as well.

- The INDOPED project will support the university in improving the quality of teaching process and also will improve the quality of students and its graduations. it automatically will improve the university's grade.
- Gaining public leadership and international access.
- Since the university is beginning the new curriculum, the outcome will be very useful, especially the innovative methods.
- It makes the teachers able to improve ourselves in conveying the materials in class (teaching methods).
- The project also developed an upgrade in the quality of learning.
- These projects (pilots) can support the implementation of character education in our university.
- Learning many new interesting pedagogical methods.
- Opening new prospective on how to treat the students and how to deal with other related actors in experiencing method.

The specific outcome from the pilots concerning lessons learned, advantages and challenges regarding the different innovative methods are to be evaluated in details through the self-evaluation from teachers and students and the following conclusions, which is the responsibility of the WP3 (Evaluation) team.

But in WP4, a small report on every pilot has been worked out, which can be of special interest of the specific European and Indonesian University involved in the concrete pilot. These are found in appendix 4. Later in this report, there will be a brief conclusion on the Progress in the process of the INDOPED project including an example of the lessons learned and challenges, the partners see, so far.

What is also important is dissemination of the lessons learned from the pilots and sharing the knowledge, and for that purpose, a plan for joint webinars has been made with SEMOLEC as the coordinating resource.

VII. Schedule of 1st INDOPED International Webinar

World time	Mon, 20 February 2017	Tue, 21 February 2017	Wed, 22 February 2017	Thu, 23 February 2017	Fri, 24 February 2017
07.30 – 08.00 (Amsterdam,Gdanks, Seville, Aarhus) 08.30 – 09.00 (Turku) 13.30 – 14.00 (Jakarta)	Technical preparation for presenters and participants				
08.00 – 09.00 (Amsterdam,Gdanks ,Seville, Aarhus) 09.00 – 10.00 (Turku) 14.00 – 15.00 (Jakarta)	08.40 Opening Ceremony by Dr. Abi Sujak, SEMOLEC Director	Technical preparation for presenters and participants	Technical preparation for presenters and participants	Technical preparation for presenters and participants	Technical preparation for presenters and participants

*Click <https://www.webex.com/> for further information of Cisco WebEx

World time	Mon, 20 February 2017	Tue, 21 February 2017	Wed, 22 February 2017	Thu, 23 February 2017	Fri, 24 February 2017
09.00 – 10.00 (Amsterdam, Gdansk, Seville, Aarhus) 10.00 – 11.00 (Turku) 15.00 – 16.00 (Jakarta)	Session 1: Learning by Teaching Meiju Keinänen, TUAS Anthony Wijaya, UKWM Yanthi Martowidjojo, Binus	Session 3: Project Module Sakari Koivunen, TUAS Tri A. Budiono, Binus	Session 4: Rubric Erik Hendriks, Inholland Yanthi Martowidjojo, Binus	Session 5: Innovation Camp Jesper Nørskov, BAA Tri Sugiarto, UNY	Session 6: Gamification Joanna, University of Gdansk Lanny Hartanti, UKWM
10.00 – 11.00 (Amsterdam, Gdansk, Seville, Aarhus) 11.00 – 12.00 (Turku) 16.00 – 17.00 (Indonesia)	Session 2: Project Hatchery Meiju Keinänen, TUAS Agus Arif M, Unsyiah Handrick Kongdro, Binus				
Meeting Room					
Meeting Link	bit.ly/indopedday1	bit.ly/indopedday2	bit.ly/indopedday3	bit.ly/indopedday4	bit.ly/indopedday5
Access to seamolec.webex.com					
Meeting Number	576 512 168	577 076 158	579 336 784	577 038 061	579 749 953
Meeting Password	12345	12345	12345	12345	12345

In February there will also be a distribution of the first newsletter in the INDOPED projects and different communication and information actions have been taken on Facebook and Podio.

4. Preliminary conclusions on Progress and challenges

In general, the INDOPED project process is progressing well and according to the overall purpose and timelines as concluded in section 1, 2 and 3. The partners are overall positive and enthusiastic about the value of the pilots and the project in itself as well as the expected outcome of the pilots and project. Of course, there have been challenges in planning and implementing the pilots. The example given here is taken from one of the pilots, but applies in general for all the pilots.

Important outcome	Challenges
<ul style="list-style-type: none"> Improving teaching skills, class management, and motivating students to participate actively during the learning process. Innovation competences of teachers 	<ul style="list-style-type: none"> Limited information and coaching from the European counterparts in the beginning of piloting have been such a challenge especially in

<ul style="list-style-type: none"> • Sharing in innovation activities on economics teaching pedagogy among lectures, supported facilities to do more innovation • Teachers find new creative teaching method • Becoming benchmark for other classes • Sharing to other lecturers • Improve the teaching and class management skills of the teachers. • The students get a new method of teaching • The teachers also know a new method • The students are more active in learning and are not passive • The teachers have understood the better role as teachers who should facilitate the students to be independent and innovative learners. The teachers have become more competent in implementing innovative pedagogy. • The teachers are much easier to handle the students' issues of the courses. • Implementing new method which improved students to understand better • Teachers can learn and develop new learning method, methods that can increase the engagement of students in the learning processes • Changing the mindset of the teachers that they are now facing pedagogy dynamic, which they need to pursue for effective learning • Proving and experiencing the new learning method to the academicians and supporting academic staff • Students become more creative and think critically • Students are actively participated in the learning process • Students improve their capability to do independent and in-depth learning • Students improve their hard skills and also soft skills • Engagement. teamwork and autonomy • Joyful learning atmosphere (student centered), • Active involvement of the student in dealing with faculty-industry linkage • Increase student motivation to learn • Increase students critical thinking and problem solving • Students become more independent • Active learning is increased • Creative learning is developed • Improve the creativity, analytical and logical thinking. And also improve discussion skills and their bravery to deliver their idea and opinion. • The students are more active learners • The students know about a new method 	<p>guiding all teachers in preparing/planning the pilots.</p> <ul style="list-style-type: none"> • The aims of the teachers - different teachers - different needs • Changing lectures mindset to except new paradigm of teaching, unconditioned class facilities • Changing academic culture • Communication with mentor directly • Adjusting to the existing academic system • To change the mindset of students, needs a hard work for preparation • Regarding some methods, the teachers had not got coaching from the European partners before the piloting were taking place. Accordingly, some teachers were not sure whether their teaching plans were correct. However, they still got a chance to correct the weakness after they got coaching before the piloting ended. • Preparing the materials of method and develop some guidance for students. • It is quite time consuming. • No prior knowledge and experiences about the method, the challenge in designing the evaluation marking system • Time availability for the teachers • Long distance communication affected the effectiveness of content and system wise • Our university is piloting all chosen methods this semester, starting on August 2016 till Dec 2016. Only one method was coached before the piloting starts. Other three methods were coached after the pilot run for half semester. So, with limited information and coaching, teachers have to run the pilots based on their own perspectives. • Improving motivation of the students generally, better assistance for the best students, motivation of the weakest and not interested students, individualization of teaching the students with very different level of basic knowledge at the beginning of the course • Adjusting our existing academics system (grading within evaluation system) • Supporting facilities, difficult to find real case information from company • Grading within Evaluation system • For running the implementation of LCM, teachers should do a good preparation including the rubrics for assessment, and strategy to encourage students to deliver their idea and opinion during the discussion • Actually our teachers need to see and go to see the method in the European universities before pilot starts
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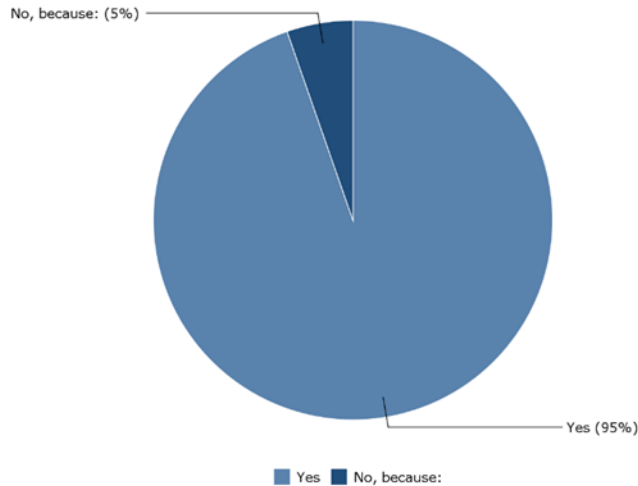
<ul style="list-style-type: none"> • The students have become more creative, innovative, and independent learners. • Students' knowledge improve significantly. • The student achievement in understanding and explained the materials and even giving the example based on current situation • Students are more engaged, more fun and enthusiastic in the learning process • The students become more active, open and drive self-learning • They have to become independent and well known alumnae 	<ul style="list-style-type: none"> • The piloting was running well enough. Minor challenges include the fact that some students were not ready to participate in the use of new innovative teaching methods. However, most students were doing great and perceived the new methods positively. • Delivering the method to the students. • The facilities of our campus. • Remembered the character's name and students' enthusiasm. The pilot running well and the students pretty excited. • The labor-working time needed to examine all the tasks of the students and giving feedback as soon as possible, though this tasks had been helped also by students' staff. • The design of the method involving quizzes and homework for all students (48 students) every week. It need a lot of work for teacher to create the problem for quizzes and homework. • Pursuing acceptability of the method to the teachers and staff admin • Lack of supporting facilities such as stable internet connection
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It is possible to conclude, that the progress in the project related to planning and implementing the pilots is on track, and it is a valuable process, that is proceeding as expected. The planning and implementation of pilots have already given an important outcome for teachers and students among the participating Indonesian Universities and thereby for all the Indonesian and European INDOPED partners, including valuable knowledge and lessons learned. 94% of the respondents have stated, that they are on track with their WP. So, the development in the different work packages seems to be good and the actual working in the WP teams is proceeding well and on track.

5. Project management

In terms of issues related to project management, the INDOPED project as a whole, is also on track, which figure 10 shows.

Figure 10: Is the INDOPED project on track?



The opinions of the use of Podio as a project management tool are, like in QA report 1, varied. Some believe Podio is very useful and a very good way of communicating. Others find it difficult to find their way around in the system and that the structure is confusing, and the system not logical and transparent. These are some, very varied remarks on podio are:

- I think, the podio is not well managed. I expected that it is regularly updated so that we are well-informed with the progress of each partner (Indonesian & EU)
- Good job so far
- The Podio is not very active. we could hardly get any updated information about the project. Fortunately, partner universities from EU can be contacted easily.
- IT is not really a part of the communication. Often email is used.
- It could have been better.
- Very good - prefer other channels, and email the most
- Good and easy to communicate based on podio
- It is good, but need to be more active.
- Not so effective, I think
- Excellent and very professional
- So far, it provides well organize information

In order to secure the progress of the process in the INDOPED project it is important to be aware of the use of Podio, that is has to be active, if the tool is meant to function as a part of a well running project management.

It is not every respondent in the questionnaire and thereby not every participant, who has any advices or recommendations to give to the project management! There are an overweight of positive remarks, that

confirm the overall impression, that the process in the INDOPED project is running well, and then there are some remarks concerning the budget, for instance:

- Budget: not clear allocation, many activities should have been allocated with funding separately.
- Schedule and deadlines is good but for the budget should be more discussion based on the needed of the projects at University.
- Budget component need further explanation
- Overall OK, it's just that there is no operational budget allocation for teachers.
- Budget would be necessary to increase due to the fact that the cost to visit the European partner can affect the budget of piloting
- There is no operational budget allocation for doing the piloting such as for students visiting the industries, stationary, etc. Since actually all Indonesian universities need that budget.
- Time schedules should be updated to latest situation and deadlines should be clear since some postponement in this regard. For budget there should be more help from management to do it right and give more clear examples for doing the budget reports

These remarks and comments are difficult to address for the WP4 team, that is for project management to consider. Related to the progress of the process in the project, it can be stated, that in every GM there has been given attention, time and thorough explanations of the budget and advice for budget actions in the forthcoming periods.

When asked about advices or recommendations to the project management concerning the future management of the INDOPED project, the respondents have made the following remarks:

- More details and ensure the information was delivered properly.
- Regular (bi-weekly) update of Podio (or other platforms) about the on-going pilots in all Indonesia partner universities.
- All new learning methods need to be assessed differently from the traditional assessment method. The use of assessment rubrics workshop should be given to all participating lecturers in the pilot.
- Now is already good. We just need to be trained more on using the Budget for the program well
- Regular updates between the general meetings.
- Clearer and more definitive guidance of the financial aspect of the project. Leader of the WP must show more responsibility in the coordination of partners.
- Budget system should be discussed based on the needed projects.
- Although, each campus selected only 2-3 teaching methods, it would be very helpful to share all workshops schedule to the PIC, because we want to learn as many teaching methods as we can, for example, we can send one or two representative s to other campus in Indonesia to attend the other workshop on our own budget.
- Keep up the good work!
- Fantastic project, fantastic people involved in the project!
- More discussion between the EU partners, so the work is more evenly distributed and quality assured for all Indonesian partners and all the methods mentored
- Just preserve this as it planned
- Rate (cost) adjustment should be considered again
- European partners as expert are expected to follow up and to give the feedback to the implementation done.
- Sharing success story of other projects in other Indonesian universities
- Proposing new project based on the success story of this project
- Need to improve the time scheduling so the coaching can be given before the subject started.
- Everything is running well so far
- Better project management for the upcoming WPs or even the current one.
- More active in communication especially for WP management
- Try to use the offer of Seamolec to use webinars both for training the teachers, management issues like budgeting and also discuss the findings of the questionnaires and reports so far
- A webinar of about 4 hours between the chairs of each WP (both European and Indonesian) and the whole team of management so about 2 times number of WP and management maybe 15-18 people
- The management has worked very well.

- What can be advised is that at the beginning of the project the tasks of participants were not that clear what to do and relation with the other participants was not apparent, so it could have been better if everything was made clear at the beginning.
- The training of method should be given in many time and opportunities. Then, the teachers can choose many methods which could be applied in the university.
- If we as Asian should visit Europe with tight budget, it is difficult to get the hotel near the campus. We need to find a place which is very far from the campus in order to get a cheap hotel.
- Need more participation from internal management of our university
- Teachers might be given more training in advance to running the project
- Continuing project to improve the quality of pedagogic in Indonesian university. So that more methods can be learned and try to be implemented in Indonesian university to increase the quality of education in Indonesia.
- So far the management is good. Sufficient training for teachers are further required
- Don't stop here. Keep going!

6. Recommendations

In conclusion, the main result of the second quality assessment report is, that the INDOPED project process is progressing well and according to the overall purpose and timelines. The pilots are planned and implemented in most case according to plans, and already valuable lessons learned and sharing of knowledge has been obtained.

The continuing planning and execution of pilots is of course a very important action in fulfilling the expected progress and process in the INDOPED project. The next step is gathering the experiences and evaluation of the pilots and the decisions taken as a consequence of the lessons learned. For that an increase in the dissemination and communication of the results of the pilots will be important for the remaining time and actions in the INDOPED project.

Appendix

Appendix 1: Questionnaire

The following questions have been used to gather the data material presented in this report. For this second re report, there was a total of respondents.



Appendix 2: Narrative report

Dear Coordinators of WP 1-7 in the INDOPED Project

As responsible for QA in the INDOPED Project, the WP-4 teams need a brief report from each WP for the first-year period of the project implementation (for the period of November 2015 to December 2016 (after the Yogyakarta General Meeting)). So, could we please ask you to write a brief description stating the following:

- What has each WP done during the first-year of the project implementation related with each task or duty?
- How has the communication and team work been between the European and Indonesian teams during first year of the project implementation. What are the shortcomings, if any, and how have they been solved or would be solved?
- How has the core team of each university introduced/socialized the INDOPED project to the teachers, administrators or other university colleagues? And made them involved and succeeded the INDOPED project?
- Please mention all the documents or instruments (Questionnaires; SOP report guidelines, etc.) that have been produced and used during first year of the project implementation? Please attach those documents or instruments in this report.

Please e-mail your report to suol@eaaa.dk.

Thank you for your kind attention and cooperation.

Best regards,

WP4 team: Business Academy Aarhus and Widya Mandala Catholic University

Appendix 3: Self-evaluation forms for teachers and students participating in pilots.



self evaluation
Teacher 1.pdf



self evaluation
students 1.pdf



self evaluation
students 2.pdf

Appendix 4: Brief reports on every pilot done in 2016.



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INDOPED_Learning
by case.docx



INDOPED_Learning
by learn.docx



INDOPED_Learning
by teaching.docx



INDOPED_Learning
through storytelling



INDOPED_Market
Research.docx



INDOPED_Projekt
Hatchery.docx



INDOPED_Projekt
module.docx