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INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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2nd ICEL 2014

THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE

20, 21, 22 MAY 2014

Bandar Lampung University, Indonesia

PROGRAM BOOK

Hosted by
Teacher Training and Education Faculty (FKIP),
English Education Study Program, Bandar Lampung University (UBL)

Opening Ceremony

Tuesday, May 20, 2014

- 06.30 PM Arrival of Guests
- 07.00 PM Opening Statement by Master of Ceremony
- 07.05 PM Traditional Dance of Lampung
- 07.20 PM Praying
- 07.25 PM Welcoming Speech by
 1. Chairman of 2nd ICEL 2014 Steering Committee
Drs. Harpain, M.A.T., M.M
 2. Rector of Bandar Lampung University
Dr. M. Yusuf Sulfarano Barusman, MBA.
 3. Coordinator of Coordination of Private Higher Education Institutions
Prof. Dr. Diah Natalisa, MBA.
- 08.00 PM Dinner

Day 1: Wednesday, May 21st, 2014

PLENARY SESSION

(VENUE: AULA M)

TIME	SESSION	KEYNOTE SPEAKER	TITLE	MODERATOR
07.00-08.00	REGISTRATION			
08.00-08.45	I	Dr. Hery Yufrial Lampung University, Indonesia	Teachers and Students' perceptions of Communicative Competence in English As A Foreign Language in Indonesia	Yanuar Dwi Prasetyo, MA
08.45-09.30	II	Prof. Dr. Nik Ahmad Hiskapi Bin Ismail International Islamic University Malaysia, Malaysia	Challenges, trends in curriculum development and benchmarking of institute of higher learning in developing countries	Mustafa Usman, Ph.D
09.30-10.15	III	Prof. Dr. Rapin Chayvicol Burapha University, Thailand	Enhancing Teaching Capability Through Thailand's Teacher TV Program	Harpain, MA
10.15-10.45	COFFEE BREAK			
10.45-11.30	IV	Prof. Dr. Mohamad Sahari Bin Nordin International Islamic University Malaysia, Malaysia	Structural Equation Modeling: Use & Misuse Cutting-Edge Analytical Method in Education	Dr. Hery Yufrial
11.30-12.15	V	Prof. Dr. Ir. Didik Sulistyanto Jember University, Indonesia	Improving Teaching and Research Capacity in Indonesia Education through ASEAN Collaboration	Mustola Usman, Ph.D
12.15-13.15	LUNCH AND PRAY			

- ✘ The Second International Conference on Education and Language
- ✘ 20-22 May 2014. Bandar Lampung University Indonesia.

Curriculum Implementation: Trends and Challenges for Higher Education in Developing World

✘ CURRICULUM IMPLEMENTATION

- ✘ What is curriculum implementation?
- ✘ An activities involved in translation curriculum plan into action in order to yield result. Okello and Kagoire (1996:124)
- ✘ A process of putting what is planned into practise, Onyeachu (2008)
- ✘ Stakeholders in Curriculum implementation
 - ✘ Government
 - ✘ Education administrator
 - ✘ School Management
 - ✘ Lecturer/ Teachers
 - ✘ Students
 - ✘ Parents
- ✘ Process of Curriculum Implementation
- ✘ A simplified overview of the change process.
(Fullan and Stiegelbauer, 1991).
- ✘ Challenges of Curriculum Implementation in developing countries
 - ✘ Limited funding
 - ✘ Unavailability of school facilities and equipment
 - ✘ Shortage of teaching and learning resources
 - ✘ Quality and quantity of teaching staff
 - ✘ Poor condition of services for curriculum implementers
 - ✘ Poor time management by school administrator and teaching staff
- ✘ Factors affecting Curriculum Implementation in Higher Institution

- ✘ Characteristics of the need (for implementation) itself
- ✘ (perceived or felt) need
- ✘ clarity (about goals and means)
- ✘ complexity
- ✘ quality, contextual suitability and practicality
- ✘ Factors affecting Curriculum Implementation in Higher Institution
- ✘ Local characteristics
- ✘ regional administration (e.g. school district)
- ✘ history of negative experiences
- ✘ adequate follow-through
- ✘ active knowledge and understanding
- ✘ active support
- ✘ community characteristics
- ✘ contextual stability
- ✘ Factors affecting Curriculum Implementation in Higher Institution
- ✘ Organizational Characteristics
- ✘ Actors /Stakeholders
- ✘ management (e.g. administrators and management team)
- ✘ level of commitment
- ✘ obtaining resources
- ✘ shielding from interference
- ✘ encouraging staff / recognition
- ✘ Adopting Standard Procedure
- ✘ Factors affecting Curriculum Implementation in Higher Institution

Teachers/Lecturers as a factor

- ✗ competencies and attitudes
- ✗ decision-making participation
- ✗ quality of collegial relationships
- ✗ students' and other participants' competencies and attitudes
- ✗ Factors affecting Curriculum Implementation in Higher Institution
- ✗ *Organizational characteristics*
- ✗ compatibility of the innovation goals with the strategic goals of the organization
- ✗ organizational structures and processes
- ✗ system of incentives and career patterns
- ✗ characteristics of the existing curriculum and assessment procedures
- ✗ organizational culture
- ✗ *Government and external agencies*
- ✗ quality of relationships between central and local actors
- ✗ resource support and training
- ✗ **Process characteristics of successful implementation**
- ✗ Preparation, initiation and participation
- ✗ Vision building
- ✗ Evolutionary Development
- ✗ Initiative-taking and empowerment
- ✗ Pressure and support
- ✗ Staff development and resource assistance
- ✗ Monitoring, evaluation and problem-coping
- ✗ Restructuring
- ✗ Intensive communication und relationships to external agencies

- ✘ Practical highlights of Curriculum Implementation
- ✘ Implementation involves *changes in behaviors and beliefs and, thus, involves processes of Learning.*
- ✘ Implementation involves *development and evaluation*
- ✘ Implementation is obviously *complex, therefore, requires sacrifice.*
- ✘ Implementation is an *extended and dynamic process*
- ✘ Factors affecting successful implementation are in a *systemic relationship, hence the implementation demands strategic planning*
- ✘ Practical highlights of Curriculum Implementation
- 1. implementation will involve *systemic change and, thus, necessitate some organization development.*
- 2. implementation involves *participation, ownership and development of professional identities*

✘ **Trends in higher education Curriculum Implementation**

1. Globalization will influence and shape all aspects of teaching and learning.
2. The wide range of ability, preparedness, background, opportunity, and motivation of higher education students will require more varied and holistic approaches to inclusive learning.
3. The demand for more experiential, outside learning opportunities will require faculty to respond thoughtfully and proactively.

✘ **Trends in higher education Curriculum Implementation**

4. Colleges and universities will be expected to deliver more education in less space—to increase their learning per square foot.
5. Advancements in technology will drive ongoing changes in all aspects of college and university life and offer new opportunities to enhance and broaden learning experiences.
6. Interdisciplinary learning will become increasingly common and popular.

✘ **Trends in higher education Curriculum Implementation**

7. Students will take much greater control of their own learning as proactive producers and managers of their own learning solutions, materials, and portfolios.

8. The average age of students will continue to rise; the mix of cultures, ages, and learning styles will become increasingly varied and rich.

9. Competition for students and resources will force colleges and universities to sharpen their brands and identities and to distinguish themselves in new ways.

✘ **Trends in higher education Curriculum Implementation**

10. Colleges and universities will become increasingly important parts of regional economic development, both in creating growth and taking advantage of it.

11. The structures of educational institutions and the types of employment relationships between them and faculty will continue to multiply; inequities among faculty will cause tensions.

12. Accountability and assessment tools will continue to become common in defining institutional effectiveness.

✘ **References**

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✘ Flynn, W. J., Vredevoogd, J., Flynn, W. J., & Vredevoogd, J. (2009). The Future of Learning, 1999(2005), 5–11.

✘ Ibiwumi, A. (2011). Trends and Issues on Curriculum Review in Nigeria and the Need for Paradigm Shift in Educational Practice, 2(5), 325–333.

✘ Ogar, O. E., & Aniefiok, A. (2012). The Challenges of Curriculum Implementation in Nigeria Teacher Education, 3(15), 127–131.

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