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Preparing Special Needs
Education Teachers in Indonesia

Historical Background

- 1952: First teachers college for spec ed (SGPLB) was established in Bandung.
 - 1964: First bachelor programme of spec ed was established at IKIP Bandung (now UPI).
 - 1994: SGPLBs were integrated into bachelor programmes.
 - Currently 9 universities have spec ed department.
 - 1996: UPI opened subprogramme of guidance for special needs children as part of master programme of guidance and counseling.
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Preparing Master Programme

- Jan-Mar 2003: 4 UPI lecturer were sent to Norway as guest lecturers at University of Oslo.
 - Objective: To study how the international Master of Philosophy in Special Needs Education Programme at UO is organized and how special educational service for children with special needs in Norway is delivered.
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Specific Things to be Studied

- 1) Students enrolment in the Master of Philosophy in Special Needs Education Programme at UO;
 - 2) The contents and structure of the curriculum of the master's programme;
 - 3) Teaching and learning activities;
 - 4) Thesis writing;
 - 5) Evaluation and examinations procedure;
 - 6) Schooling of children with special needs.
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Information Collection Activities

- a) Discussion with faculty members and students of the Master of Philosophy in Special Needs Education Programme;
- b) Attending lectures, both those that were specially designed for the team and regular lectures for the master students;
- c) Visits to schools (Oppsal Twin School and primary schools in Nes and Neskoln, outside Oslo);
- d) Visits to Huseby Resource Centre; and
- e) Independent reading.

The Curriculum

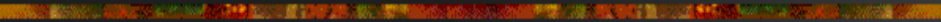
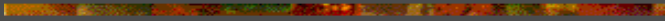
- Four semesters of study period.
 - 10 credit units of scientific and Educational Foundations, and up to
 - 40 credit units of subjects on inclusion and special needs education (including thesis).
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Scientific and Educational Foundations

- 1) Philosophy of science
 - 2) Applied statistics in educational research
 - 3) Methods of educational research
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Subjects on Inclusion and Special Needs Education

- Introduction to Special Needs Education in Inclusive Settings
 - Child Development
 - Learning
 - Barriers to Learning and Development
 - Educational Assessment
 - Early Intervention
 - Teaching Approaches and Methods
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- Compensatory Skills
 - Guidance and Counselling with Emphasis on Special Educational Needs
 - Management of Special Needs Education
 - Adult Education for Community Awareness
 - Research in the Field Of Special Needs Education
 - Field Study and Seminar
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Who Can Enroll as Students

- Those with undergraduate degree in education and be interested in special needs education, with a priority given to those already in the professions of:
 - 1) Teachers of children with special needs
 - 2) Lecturers in the department of special needs education
 - 3) Education administrators.
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Admission Requirements

- a) Show the undergraduate degree certificate with GPA not less than 2.5;
 - b) Pass the entrance test consisting of the scholastic aptitude test and English test;
 - c) Deliver a paper on a topic related to the special needs education, with the theme decided by the Admission Committee.
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Course Conducting

- Courses for the first group of students began on September 1, 2003, with 15 students.
- During cooperation project period, the team of lecturers came from the UO with their UPI counterparts as co-lecturers.
- The UO lecturers came in one block time of 1-2 weeks each in a particular semester.
- Then the teaching was continued by their UPI counterparts in accordance with the schedule.
- Later, UO professors came mainly to give workshops to UPI faculty members and the task of conducting the courses becomes fully the

Conducting

- 2 closely-related subjects are combined.
- Presentation of subjects are integrated for holistic understanding.
- Schedule is arranged by topics of discussion.
- Students work in groups.

Evaluation

- Evaluation components:
 - (1) student's activity in class;
 - (2) his/her performance in group work presentation;
 - (3) mid-term examination; and
 - (4) final semester examination.
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Grading

- Examination questions demand that the students reveal their holistic knowledge of special needs education with applicative orientation.
- The questions are presented to the students beforehand for them to do in group work and the results are presented to the class.
- Grading is directed both towards the whole group and individual members of the group in presenting the assignment, in defending opinion or in answering questions, both from classmates and the lecturers.

Thesis Writing

- The research proposal is presented in a seminar attended by fellow-students and the lecturers.
 - Two advisors are assigned to guide each student.
 - The students are to collect data in their home region.
 - The thesis is to be presented and defended before a panel of examiners.
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