Transitioning to Student-Centred Learning: A Journey of Indonesian Academics in A Transnational Collaboration Project

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This paper attempts to explore how teachers from non-Western context change their teaching approach as a result of a transnational project to introduce new learning methods in Indonesia. The project involved a consortium of five European universities as mentors and five Indonesian universities as mentees, piloting methods designed and tested in the mentors' institutions based on student-centred learning approach. Vignettes from the narratives written by project partners were critically read and analysed using thematic analysis.

This study investigates the journey towards conceptual change after a significant length of academic development. We mapped the journey into three zones, and focus in the "in-between" or transitional zone. It is found that the transition towards student-centered is influenced by sustaining, neutral, and hindering factors: learning outcomes attainment, institutional support, and involvement of other stakeholders in the learning process. By focusing in this crucial zone, the findings may better support academic development activities, especially in transnational collaboration.

Keywords: academic development; conceptual change; Indonesia; student-centered learning; transnational collaboration

Introduction

Transnational education (TNE) provides a way for educational practices to go across borders in the form of transnational institution and program (TNIP) and donor-funded capacity building project. Two important activities happen in TNIPs, expanding market

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and capacity building in collaboration between institutions in both countries (Allen, 2014; Ding, 2018). Capacity building projects are donor-funded projects from developed countries to developing country (Adriansen & Matisen, 2019, p1), and it may be aimed as academic development when it focuses on sharing pedagogical practices and standards. However, previous studies show concerns on the effectiveness and sustainability of such projects due to differences in cultural assumptions and practices (e.g. Adriansen & Mathisen, 2019; Rose & Doveston, 2015). This study reports an academic development transnational project in Indonesia in a form of partnership between a consortium of five universities in Europe and six institutions in Indonesia under the Erasmus+ grant. Using the narrative account of participants' experience, we aim to answer the following questions: What are the signs of conceptual change in teachers undergoing a transnational academic development initiative? What are the conditions for bring about a conceptual change during such an initiative?

Academic development through capacity-building projects

Literature shows that academic development promoted through TNE mostly identify cultural and contextualisation as challenges. A review of transnational literature conducted by O'Mahony (2004) found that "contextualising education and teaching practice" is a prominent theme. Under this theme, she captured the conflict between the teaching approach promoted by the international partner and the host country. Cultural challenges include the question whether the conceptual change brought, which is most likely student-centered learning (SCL), is rooted in western culture and not suitable to non-western culture.

Although basic assumptions underlying SCL approach are inclined towards western culture, such as more equal position between teachers and students, personalized learning that suits individualism, and low uncertainty avoidance (Bovil,

Jordan, & Watters, 2015), the specific context of higher education is unique. Transition

from teacher-centered to SCL approach is challenging, and until recently the transition

is not universal even in the western context (Jordan et al., 2014). Therefore, amidst the

debate of foreignness (Jordan et al, 2014), colonialism (Adriansen & Madsen, 2019),

and imperialism (Pyvis, 2011), SCL approach has been both well-accepted and avoided

by higher education teachers involved (e.g. Jordan et al, 2014; Rose & Doveston, 2015).

Failure to adopt SCL approach so far is accepted as a risk in such project, and is partly

attributed to the deficit assumptions used - that the developed countries have a set of

academic quality standard superior to the ones in the host countries which fails to open

a dialogue to value local standard and practices (Adriansen & Madsen, 2019; Pyvis,

2011).

Transitioning to SCL approach: Conceptual change in academic development

Academic development activities mostly advocate for using SCL approach in teaching

and learning (i.e. Drew & Klopper, 2013; Jordan et al., 2014). In their project report of

professional development for new teaching staff in Australia, Hicks, Smigiel, Wilson,

and Luzeckyj (2010) identified four themes of professional development, including

endorsing the SCL approach. Studies on the impact of academic development mainly

focused on the enhancement of SCL adoption through formal development activities,

but less on whether conceptual changes take place (Kalman, Tynjala & Skaniakos,

2019). However, it has been well-developed in the literature that conception of teaching

drives classroom implementation, thus, academic development should start with

changing teachers' thinking about teaching and learning (Ho, Watkins, & Melly, 2001).

Conceptions of teaching refer to teachers' beliefs and implicit ideas about their

practices that is contextually and culturally bounded (Pratt, 1992) and act as a filter, as

teachers interpret their teaching experience through teaching conceptions (Hativa, 1998). Kember (1997) concluded that teaching conceptions consist of two poles ranging from teacher-centred/content-oriented to student-centred/learning-oriented regardless of the context of the study (Akerlind, 2003). Almost all studies considered student-centered conception as superior and advanced compared to the teacher-centred/content-oriented one. Ho (2000) suggests that without conceptual change, any new sense of conception will not be sustainable. Moving between conceptions "seems to require a mental switch" (Lamers & Admiraal, 2018, p. 110). If conceptual change does not happen, lecturers may revert to the traditional teaching or use the new methods as teaching strategies without the fundamental underpinning beliefs. It is no doubt that formal training makes an impact to teaching approach. Kalman et.al. (2019) concluded that the changes can be sustainable only for programmes with the duration of one year or more, which might not be the case for short capacity building projects.

Although studies have shown that conceptual change happens, very few studies discussed what happened inside the process. In studies using measurement instrument to assess change of conceptions, the method was usually a simple comparison of pre-test and post-test scores as a part of formal training. Among the few who analysed the process, Ho (1998) attempted to synthesize theories related to conceptual change such as those of Argyris and Schon, Posner, Shaw et.al., and Lewis. She then designed a framework of conceptual change in academic development. According to her framework, effective conceptual change should go through a four-step consecutive process (Ho, 1998): self-awareness process, confrontation process, exposure to better or alternative conceptions, and commitment building and refreezing.

This study aims to track the journey of participants of the INDOPED project, whether they make the crossing from teacher-centered to student-centered learning

approach. A particular focus is on the level of conceptual change, in which a stronger lens is used to examine the process of confrontation and exposure to better or alternative conceptions - when and where they occurred in a professional development project and how they were managed. As such, this study attempts to find signals of transitioning and affirmation of teacher conceptions.

Context and Methods

The INDOPED project is an Erasmus+ capacity building grant project to modernise pedagogical practices in Indonesian higher education. A consortium of 11 institutions consisting of five European universities, five Indonesian universities and one ASEAN inter-ministry institution was set up to implement the project. The five European partners are Turku University of Applied Sciences (TUAS), Inholland University of Applied Sciences, Business Academy Aarhus (EAAA), University of Gdansk, and University of Seville (US), while the six Indonesian partners include BINUS University International (BUI), Syiah Kuala University (Unsyiah), Jakarta Islamic State University (UIN), Widya Mandala Catholic University (WM), Yogyakarta State University (YSU), and SEAMOLEC.

The nine learning methods piloted are considered as successful methods that have been implemented for some time in the European partner institutions. All methods inviting students' active participation, while asking lecturers to take the role as facilitator of learning instead of lecturer. Looking at their specific character, the learning methods can be classified as follows:

- Involving external stakeholder as clients or expert panel: Innocamp, Project Market Research, Project Hatchery, Project Module

- Group-based: Learning by Teaching, Innocamp, Project Market Research, Project Hatchery

- Reflective independent learning: Storytelling, Learning to Learn, Gamification, Learning by Case

The capacity building was delivered through mentoring program which was executed in three stages: (1) Initial training, (2) Mentoring throughout the pilot implementation, and (3) Europe visit. This mentoring program was considered better than having organized a traditional in-service course about SCL in a classroom setting. By organizing the initial training to Indonesian lecturers and then let them taking more responsibility on their learning in a hands-on way together with peers and with external stakeholders, the mentors simulated SCL in action: short session to get students exposed to content knowledge, then let them applying the knowledge in real situations. The Europe visit by Indonesian lecturers provided a chance for them to see the execution of learning methods in the original setting that can trigger reflection on their practice in the pilot implementation.

The pilot and the evaluation activities were reported in the project dissemination stage. Each Indonesian partner designed their own evaluation process, as long as the results from students were available. The lecturers were invited to share their experience through a book published by TUAS. The articles contained the evaluation of the learning methods, including the students' feedback gathered by the lecturers purposively and the reflective accounts of the lecturers themselves. The accounts were mostly about the preparation, activities, the detailed trial, and the evaluation.

We used the INDOPED book (Kairisto-Mertanen & Budiono, 2019) as the source of data. As each institution was free to design their own evaluation of the project implementation, this book codified those differences in a similar and consistent

structure. Each account described the motivation, adaptation, implementation, evaluation and lesson learned from the project. The accounts, which serve as a self-reporting narrative, were written by the lecturers. Vignettes from the book were analysed to find narratives of teacher-centered and student-centered conceptions (Seng & Gertseema, 2018). From a total of 20 chapters, we used thirteen chapters describing the experience using the nine INDOPED piloted learning methods. To reduce the bias of lecturers' self-interpretation of the students' learning, we only took the statements backed up by students evaluation data, both quantitative and qualitative.

We used thematic analysis (Braun & Clarke, 2006) in examining the narratives. There were two cycles of coding. The first cycle was an open exploratory phase to get familiar with the data. The second cycle coding was more targeted but not as detailed in code names. After coding, the data were abstracted into categories and themes. The codes, categories, and themes were compared between authors 1 and 2, and consistently discussed in terms of their meanings. Ho's (2000) process was actively used to compare and categorise the participants' account. Three themes and eight categories were constructed. The themes "traditional" and "innovative" were constructed from participants' own description of teaching approach, and symbolise their understanding that the two are the opposite of each other. Another theme is "in-between" which is the transition zone from "traditional" to "innovative". The categories are "teaching conceptions", "teacher action", "student action", "force", "opportunity", "benefit", "disruption", "change" and "affirmation". The themes and categories are explained further in the findings and discussions. The piloted learning method is numbered 1-9, and the data is coded as narrated by lecturer piloting learning method 1-9. For example, all lecturers teaching learning methods 1 will be written as L1 and so on.

Findings and Discussions

Three themes related to teaching and learning were constructed: traditional, 'in-between', and innovative. The term "traditional" and "innovative" were taken from participants' own word. "Traditional" covers teaching conceptions, methods and style that is teacher-centered, while "innovative" embodies student-centred conceptions, teaching method and style. The participants expressed them as the start and finish lines of the teachers' journey in this project. The aspiration to adopt student-centered approach seems to be consistent with the spirit of educational reform in Asia, that moving away from teacher-centered approach such as in Korea (Yang & Tan, 2019).

Under each theme, we identified three main categories that make up the characteristics of the teaching approach: teaching conception, teaching action, and student action. This categorization is consistent with the literature on good teaching, in which teaching conception has consequences related to what teachers do inside the classroom, which then affect students' learning in the form of attainment of learning outcomes and the overall educational experience (Biggs & Tang, 2011; Ho et.al., 2001; Pratt, 1998; Ramsden, 2003). Action is distinguished from conception as we would like to see whether the former is consistent with the latter, as the relationship between them is often over-calculated and not empirically tested (Kane, Sandretto, & Heath, 2002). The themes are discussed within the framework of Ho (2000).

Journey of transition: mapping personal trajectory to changes in teaching conception

As presented previously, academic development is a golden opportunity to start the transition towards student-centred learning. Without a structured academic development activity, institutions can only rely on individual initiatives that may or may not happen. Considering that it is much easier to keep doing things as usual rather than to focus on

students' learning (Ramsden, 2003), there may be a greater possibility that the anticipated change never happens in individual level. The themes and categories can be represented as a model of journey from traditional to innovative teaching as captured in Figure 1.
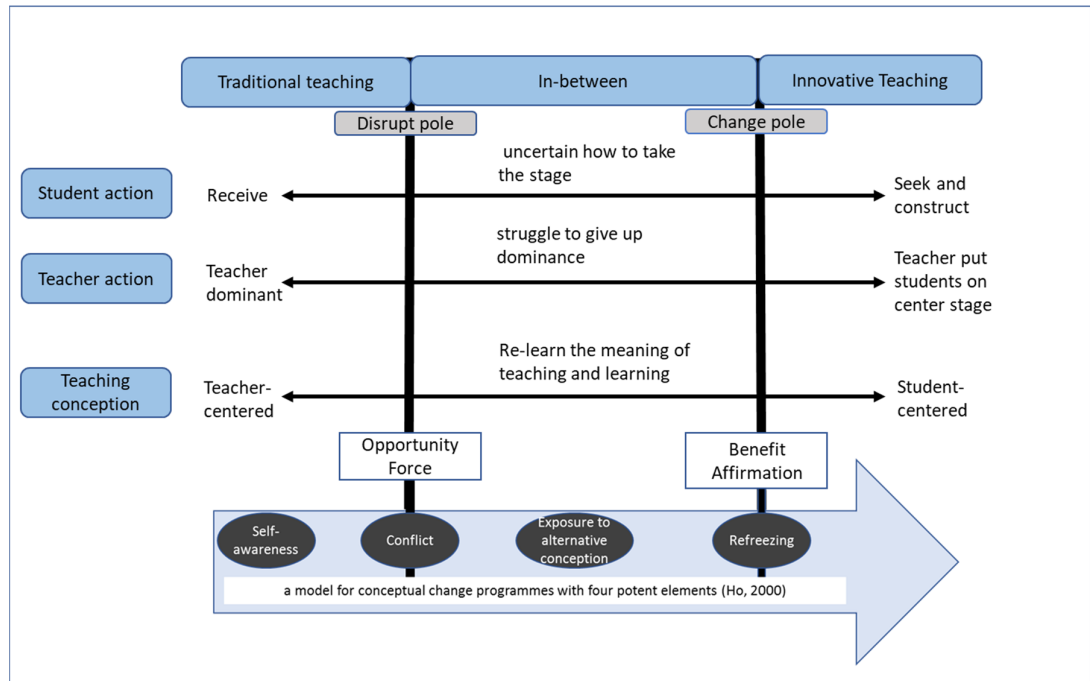

Figure 1. The journey from traditional to innovative teaching

The left side zone of the diagram, under "traditional teaching" refers to the teacher-centred approach. The journey moves to the student-centred approach on the right side. In terms of the conception, we agree with Kember (1997) that the journey is gradual instead of hierarchical (Ramsden, 2003) or categorial (Pratt, 1998), as it can explain the mixed feelings and inconsistency between conception and action better. As the top part of the diagram the journey of project partners, the bottom part is Ho's (2000) stages in changing conception. Between the "traditional" and "innovative" teaching is the "in-between" zone which map the transition in each component: student action, teacher action, and teaching conceptions.

The self-awareness stage starts the process of changing conception by making teachers reflect on their current conception. The early session of the mentoring promote the realisation of the 3 Ds of Indonesian classroom: Datang, Duduk, Diam (come, sit, and be quiet), and both partners were involved in a dialogue about the classrooms in both contexts. This critic of the Indonesian typical classroom was a part of the book, and the narrative might seem to be patronising. However, this critic was also resonated in the Indonesian lecturers' written account, in which they express dissatisfaction with their current situation. They admitted that they fit into the traditional teacher type by making general claims about the Indonesian teacher with its focus on control, volume of learning, and content-focused learning process (Biggs & Tang, 2011; Ramsden, 2003). "One-way teaching that is from the teacher or lecturer to the student … is the prominent learning method applied in many universities in Indonesia" (L1). Therefore, the lecturers have the tendency to "direct and instruct" instead of "facilitate" (L5). Lecturers mainly "deliver the material and students listen and record. The process of delivering the content of the course stops when the lecture hours are complete" (L2). In the context of this transnational academic development, the self-awareness was established at the beginning by the lecturers already coming in with dissatisfaction of their current situation, and further reconfirmed by the dialogue between partners.

What happens in the 'in-between' or transition stage?

We mapped our 'in-between' zone with Ho's confrontational and exposure to new conception processes. The confrontation process is the backbone of conceptual change (Ho, 2000). The participants written about their "disruption" moment as being not satisfied with their current conception, and was mainly driven by external force that is fostered by opportunity. Most lecturers described the restlessness they felt as a result of the external pressure to prioritise employability skills especially as there is a mismatch

between higher education output and industry needs with the raising unemployment rate among higher education graduates (Pusparisa, 2019; Rahadian, 2019).

An example of the disruption moment caused by external force is the French Studies in YSU. Through their alumni experience, they realised that they are preparing the students for a profession that might no longer exist (L1). Graduates of French studies used to pursue a career as high school teachers. As there are fewer schools that teach French as a foreign language option, graduates need to be able to find jobs other than teaching. In response to the situation, the French department felt the need to modify the graduate competencies and the learning model for students.

According to Ho's suggestion, the exposure to a new conception should be done when lecturers have enough input on their self-adopted conceptions of teaching. The 'in-between' zone can be defined as the state when both students or lecturers start to step away from the traditional teaching and learning method. If we cross-referenced this stage into the participants' narratives, there were multiple accounts on the transitioning role of lecturers and the way students learn. Three major things happen in the 'in-between': students were uncertain how to take the stage of learning, teachers struggled to give up their dominance, and teachers need to re-learn the meaning of teaching and learning.

Due to curricular issues, the learning methods were used in curricular and non-curricular courses. In non-curricular courses, students were more readily warmed-up towards active learning (L1; L4). They participated voluntarily, actively and were excited to do things in a different way (L1; L4). As non-credit and voluntary activities, students do not have the pressure to perform and get good grade, and they can just enjoy the learning process.

However, when it was implemented in the classroom, students were more sceptical and resistant. They were not "happy" to do extra work (L2), spend extra time (L6; L7) and thought that the effort may not have been commensurate to the results achieved (L2). By comparing the account of students experience in curricular and non-curricular courses, students are not ready to take the center stage in formal courses. They are used to the lecturers' being the dominant figure in the learning process, and taking some of the teachers' role make them uncomfortable. Although they gradually had more positive feelings and admitted that active learning provides a different and better learning experience, extra work may not "worth it". A junior student wrote in his/her feedback that although they learned more and they could feel the benefit of the method, they did not think that it was an effective learning method (L2).

Similarly, the teacher action category also captured ambivalence. There are two stages in piloting the learning methods: the preparation and implementation. In preparation stage, lecturers had to modify the methods to make it suitable to Indonesian context. For example, the Project Hatchery method was originally a dedicated course on project-based learning. However, it was not possible for the partners to create a new course, thus, they needed to turn the course into a teaching method in an existing course or as an extracurricular workshop. All learning methods went through the adaptation stage, in which the lecturers scaffolded learning activities, planned scenarios, contacted external stakeholders as necessary, or prepared scheme of rewards. The preparation challenged the lecturers as it was considerably a longer and more complicated process than usual.

In the implementation stage there were two kinds of emotions identified: excitement and scepticism. Some lecturers had to manage a totally different process, including "activating" the students. Learning thus become a longer process and require

lecturers to guide the students in a different way, as expressed by a lecturer: "Most of the solutions proposed for the challenges were very normative, ordinary, and too commonplace for everybody. However, during class discussions various questions and facts revealed by students and facilitators progressed from their 'precooked' solution" (L1). Therefore, lecturers found that their role changed from that of a teacher to a facilitator, from "directing and instructing" to providing a pathway. This is not easy, and although lecturers have the commitment to avoid instructing, there are some episodes of 'relapses' described; for example, "At the request of all students, there was one situation that forced the teacher to interfere and take over the role of explaining the learning materials" (L2). In this situation, the lecturers took over the stage previously given to the students to give the right material in a "proper" way, which symbolises that lecturers struggled to give up their dominance. Although the lecturers enjoy the increased classroom dynamic gradually, the process involved anxiety to give up control (L1; L2; L5), lengthy and complicated learning (L2, L3; L4; L5; L6; L7; L8), and anxiety in transforming one's role (L1, L2; L4; L6).

In terms of conception, we found that lecturers have conflicting beliefs. For example, they asserted that the active learning method can suitably achieve intended learning outcomes, but it is not necessarily better nor valuable: "Lecturers indicate that it is suitable for delivering the intended outcomes, and that it is able to give valuable opportunities to students, but they do not think that it is a better method" (L3). Active learning may be "confusing" and creates uncertainty as to whether knowledge has been transferred effectively: "Unlike passive teaching, which relies on the volume of material shared within a certain amount of time, the amount of learning is less visible in active teaching" (L2). Not being able to measure the volume of learning leaves lecturers insecure about whether learning truly happened. Some others were more ready to start

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shifting the responsibility of learning to the students, and it was reflected as well in the way they made participation optional (L5). Teachers' classic definition of teaching is interrupted, by the fact that they need to think how to enable students to learn without being taught instead of simply deliver the right answer. Hereby, they need to redefine what is teaching and what is learning, as their previous conception is not relevant anymore.

The 'in-between' theme captured the mixed feelings and responses from lecturers and students. Lecturers were more open to new conceptions, but they were resistant at the same time, which is like the student experience. Although both students and lecturers reported that they enjoyed the learning process gradually and that were able to reflect on the benefits, some felt that the change in approach may or may not be sustainable after the piloting. As Herrington & Weaven (2008) found in their action research to induce deep learning approach to first-year university students by exposing them to student-centered learning approach, students do not just adopt it after exposure. They need to "unlearn" their previous conception. Similarly, in this context, lecturers need to "re-learn" the meaning of teaching and learning. Lecturers may stay in the 'in-between' zone and never make the complete crossing to "innovative", or even relapse to "traditional", which makes the next stage of commitment building and refreezing an important one.

Commitment building and refreezing

According to Ho (2000), an effective program to promote conception change should include commitment building and refreezing, which can be in the form of making teaching plan and sharing the new designs. In their other project, Ho and colleagues (2001) measured the pre and post training conception using instrument to measure whether the conceptual change does happen or not. In the context of this

project, commitment building was included in the classroom implementation of the learning methods. As reflected in their narratives, the lecturers believe that being introduced to new ideas and ways of teaching is beneficial in terms of improving their pedagogical lexicon, including shifting the volume of learning to students. However, this does not mean that the conceptual change is absolute. Although the commitment is implemented, the result of the pilot seems to play an important part to determine the crossing to student-centered.

Although in her original model Ho (2000) believes that by confirming the commitment through making lesson plan or similar activity may be sufficient to bring conceptual change, we found that it takes more than guided implementation as the participants did in this project. Although all lecturers experienced implementation, they weighed the success based on the tangible benefit of the learning method, either to students or to self. Stronger advocation for the method will include narratives relating to classroom dynamic, students learning outcomes attainment, and extra benefit for students. Soft-skills and classroom dynamics are important, and lecturers mainly reported positive experience in this area. "Students who are initially passive become more and more active and responsive" (L1) although there were some students who stayed passive (L5).

For affirmation or refreezing to take place, the learning methods should be considered superior to both learning outcome attainment (measured by grades or percentage of students passing the course) and the extra benefits such as soft skill attainment, as explained by a lecturer: "The significant increase in the hatchery group performance addressed the fact that the infused creative learning method and innovation pedagogy, like the PH learning method, can help build basic electronic skills" (L1).

Lecturer experiencing less fail and increased score expressed satisfaction and appreciation to the different teaching approach

Although many reported positive experience and affirmation, there were some who remained neutral or ambivalent: "As seen in the self-assessment, there was improvement with respect to the students' soft skills such as interactivity, teamwork, and presentation skills. However, the students' ability to master the learning material failed to improve significantly" (L2). The new learning method was also found to "require more effort from both the students and the teacher compared to traditional methods of teaching" (L6). These challenges may hinder sustainable change in lecturers' teaching conception and students' conception of learning.

Different to Ho et.al (2001) project that measured change of conception through instrument, we can just infer through the narratives on the transition. To determine whether the transition to "innovative" is completed and sustained, we predict based on the reported benefits the lecturers and their students had felt and the affirmation statements they had made. From 13 stories told, we found that two used strong affirmation words (e.g. "students CAN be the centre of their own learning" – original emphasise), two stories concluded on rather pessimistic notes, and the rest reported benefits without being too affirmative. It seems to us that the two lecturers who used strong affirmative statements have the bigger chance to complete the crossing to student-centre conception. This finding is similar to Ho et.al's (2001) finding two-third success rate was achieved for conceptual change. Their study resulted in two out of nine strong affirmation, four "unsure", and three "no-change".

Factors affecting affirmation

As academic development project aims to create sustainable change to lecturers' practice in teaching, development activities should strive to reach the conceptual change. We proposed the following matrix factors based on the statements of benefits gained and affirmation: sustaining factors, neutral, and hindering factors. Each factor is viewed from three dimensions: intended learning outcomes attainment, institution support for flexible delivery, and involvement of other stakeholders. The matrix is presented in table 1.

Table 1. Likelihood to complete the transition to SCL after project experience

Factors	Sustaining factors	Neutral	Hindering factors
Intended learning outcomes attainment	better than traditional LM	equal to traditional LM	less than traditional LM
Institution support for flexible delivery	Curricular change/flexible delivery supported	Flexible delivery supported non-curricular	Rigid curricular structure with no possibility for flexible delivery
Involvement of other stakeholders	Self-prep sufficient	involve other stakeholders in the same university	Involve external stakeholder

Better learning outcomes attainment is the most determining factor in the journey to complete transitioning to SCL, and when it is fostered by the institution environment, it will be strongly affirmed. One method piloted resulted in less fail students expressed a firm recommendation: "The implementation of this method is strongly recommended, especially in 'boring' conventional courses, in order to change the learning attitudes of students and increase the motivation of the teacher" (L5).

When the implementation is hindered by complicated procedure or funding, then it becomes too difficult for lecturers to handle, and if it is easier to teach traditionally, there is bigger possibility for them to revert back. For example, complicated in organizing and finding suitable facilitators while the activity is not supported inside the curricula triggered skeptical comment:"It is not easy to manage due to the number of participants, which is not proportional compared to the number of available tutors and facilitators, and its optional status makes it somewhat less effective" (L4).

In addition, significant involvement of external stakeholder may be difficult to handle for the lecturers involved, and hinder future implementation: "This may indicate that having to coordinate with external parties makes lecturers feel uncomfortable, even though it is valuable for students" (L3). As these factors might have different combination, we color coded each aspect to enable prediction of the likelihood. If the combination has more sustaining factors, then it will be more likely to sustain, and the neutral factors will be less likely to sustain, while most hindering factors will be the least likely.

Conclusion: Conceptual change in transnational academic development
This article shows the journey teachers go through in piloting learning methods using SCL approach under a mentoring scheme in INDOPED project as they described in their writing. As teaching conception relates to teachers' classroom execution and students' experience, the narratives were analysed and cross-referenced to Ho's (2000) framework to map the journey in terms of the change of teaching conception. The writers identified two zones as starting and finish point: the "traditional teaching" and "innovative teaching" which resembles the teacher-centered and student-centered approach in teaching. Their narratives explained what they went through in a zone in between, the "in-between" zone. In this zone, the struggle of implementing a different

teaching approach were mapped in three areas: student action, teacher action, and teaching conception.

In the "in-between" zone, teachers have to re-learn the meaning of teaching and learning. In traditional conception, teachers are the star of the classroom, while students assume a passive role, while knowledge is measurable in volume. Although teachers may have been exposed to concepts as "facilitator of learning", implementing it in the pilot stage proven to be difficult. Frustration to give "correct" answer, guiding students to seek better answer instead of showing them directly, and orchestrating the whole learning experience into an active and discovery-based learning. This process of re-shaping the teaching conception is reflected in the classroom action. Although the activities were already well-defined by the project, there are moments of confusion and reluctance such as how to cover the whole learning outcomes while the process of learning became lengthy. As a result, the students' also gave mixed reaction, as they were pushed to be at the center of learning. Some of them did not understand why they had to do more effort for the same objective (i.e. getting the same grades).

Our contribution in this article is to offer a matrix of factor that influence the affirmation towards conceptual change. As SCL approach put students at the center of learning, the learning methods vary in complication and execution. We identified sustaining, neutral, and hindering factors in three areas: learning outcomes attainment, institutional support, and involvement of other stakeholders. If academic development activities can be delivered to highlight more sustaining factors, we believe that conceptual change will be more likely to happen. This might be utilise to introduce different learning methods in stages: the simpler ones with no significant challenge in curricular delivery and involving less stakeholders, and gradually introduce more

complicated methods while ensuring that the methods are suitable or designed specifically for the intended learning outcomes.

As learning to adopt a new way of doing things can be difficult, facing institutional barriers may put the fire out before it burns. Flexibility needs to be further sustained internally, because it is much easier for teachers to change nothing than to fight the system and bureaucracy (Ramsden, 2003; Wong, 2013). Thus, to support SCL approach, not only do individuals need to change, but the institution also needs to evolve. By providing a lens to explain the vulnerable stage of 'in-between,' institutions and individuals will have prior knowledge to better manage the transition.

Suggestion for further research

What has been missing in the lecturers' narratives are their relationship with the mentor. Very few descriptions refer to the mentoring sessions or relationship. However, there is no negative description or signs of neo-colonialism conflict as found in previous studies. There is an assumed power and superiority built in transnational project, or deficiency assumption, that lead to perceived imbalance power (Adrianen & Madsen, 2019; Pyvis, 2011). It might be that in this consorsium, there are multiple mentors and mentees, and one mentee might have different mentors depending on the selected learning methods. The effect of multiple mentorships have not been studied extensively, and might offer a different perspective than the classic one-to-one transnational project such as Adrianen and Madsen (2019) and Jordan et al. (2014).

Another opportunity is to investigate further the factors that support affirmation to transition to student-centered conception, especially in future transnational collaboration. This can be complemented by built-in survey to measure conception, action, and student experience as implemented in Ho et.al., (2001).

Acknowledgement

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