



Internship Handbook for the Liberal Arts

Integrating Emancipatory Education with Work Integrated Learning

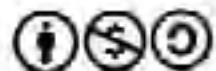
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View the author's introduction to critical pedagogy and Work-Integrated-Learning in the 21st Century.

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Jessica Johnston

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Executive Summary

Most work-integrated-learning (WIL) and the research generated around it are conducted within vocationally-oriented disciplines – business, engineering, health and tourism. This handbook advocates a view of WIL that promotes social transformation through the development of graduates and new professionals as engaged and active citizens. There is a strong and growing movement in the pedagogical literature on transformative learning and the facilitating of students to become these active and engaged citizens. Incorporating much this literature, this handbook provides grounded and real world examples and the “how to” solutions in order to effectively apply critical pedagogy. Based on three years of experience of teaching WIL and over fifty internships, this handbook highlights the most intriguing, real-world application of emancipatory education melded with WIL. Indeed, WIL should be structured for the betterment of society, to help students directly and productively consider social transformation of their society. The results have been dramatic, with intern after intern commenting their internship was personally and socially transformational, that they now understand the value of their degree to productively affect social change.

Written for the busy academic staff member with the goal of integrating some work experience into their programme, the organization of this handbook is structured so readers can pick and choose which section they are interested in pursuing – the philosophy of WIL, organisational structures of internships, course design to generate the citizen/scholar, working with site and academic advisers, and/or marketing liberal arts internships in a neoliberal economic environment, all focused through the goal of helping students make a difference in their society. Most topics include references to the *Resources* section of the handbook, where example handouts, guides, outlines, etc, related to the topics are available.

Altogether, this handbook adds a voice to the literature on both critical pedagogy and WIL, combining both theory and practice in order assist in the transformation of the perceived value of the liberal arts in a more humane and democratic society.

Philosophy and Participants

This section gives an overview of the assumptions of critical pedagogy, and its applicability to Work-Integrated-Learning. It also suggests specific ideas for internship according to subjects and majors.



A formal Liberal Arts internship programme is essential to the evolution and legitimacy of the Liberal Arts in the twenty-first century. Many see the Liberal Arts degrees as a series of “pseudo courses,” of little relevance to job and career prospects.¹ Currently, training students to be the “critic and conscience of society,” the historical core function of the Arts, is considered a waste of tuition fees, time, and space.

This handbook has been created to directly address these critiques and to highlight the applicability of the Liberal Arts in today’s economic system. It combines the theories of social analysis with the practical application of those theories in projects that have real-world consequences. It is designed for those interested in working the theory/practice relationships within the Liberal Arts, dedicated to producing the citizen/scholar as socially-engaged professionals. It is based on, and advocates for, a Work-Integrated-Learning that promotes social transformation through the development of young professionals as engaged and active citizens. Drawing on the knowledge gained through courses within the Liberal Arts, interns apply their knowledge(s), adding value and distinctiveness to projects, to their degrees, and to their professional careers.

Two major discourses currently dominate the literature on Work-Integrated-Learning (WIL). The first is based on leadership, improvement and school effectiveness. While focused on the future, this vision is mostly silent on the big issues of our time: social justice, poverty, environmental and/or economic collapse, and colonialism. The second body of WIL literature focuses on critical pedagogy but is generally too abstract and remote to be of much practical value for those interested in implementing Work-Integrated-Learning. This handbook is both a theoretical and practical approach to the potential for social transformative education.

Guiding Philosophy

In the global marketplace for tertiary education, universities continually articulate how their graduates currently meet and will meet the future needs of the global economy. Tertiary institutions adapt to the rapidly changing demands of the global economic marketplace supported and guided by industry demands, producing high-tech products, industry-ready



¹ The Editor. (2007, May 5). Turning the Bachelor of Arts into a degree of success. *The Press*, p. A21. Christchurch, NZ.

workers and high income consumers. However, when the political and social relevance of education is dismissed in the economic language of measurement and quantification, when university education is idealized as producing graduates who are skilled and flexible workers for twenty-first century industries, when students themselves seek a university experience that is geared towards a smooth transition into professional practice, questions must be asked about the role of the university to develop a capacity for the public good beyond market and employer considerations. The analysis of the tension between education as complicit with, or resistant to, industry-training has a long international history. Indeed, in 1916, American educator John Dewey besieged educators to prevent this co-opting of education by the needs and demands of business:

The kind of vocational education in which I am interested is not one which will adapt workers to existing industrial regime; I'm not sufficiently in love with that regime for that. It seems to me that the business of all who would not be educational timeservers is to resist every move in this direction, and strive for a kind of vocational education which will first alter the existing industrial society, and ultimately transform it. (Dewey 1916²)

For Dewey, one of the highest goals for education is the transformation of the industrial order. Similarly, the pioneering work of the South American activist and educator Paulo Freire (1973) entreats educators to strive for a just and democratic society beyond market orientations:

Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity, or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.

Conceived through these emancipatory lenses, education should do more than just train workers/consumers. It has the potential to generate citizens/professionals who work for social justice rather than reproducing conformity to the status quo. In the Freire/Deweyan conceptualization, education should emancipate its citizenry to help them become active moral agents (Bronner & Kellner 1989, Geuss 1981, Habermas 1972). An extensive [literature review of radical pedagogy and WIL](#) is provided in the *Resources* section of this handbook.

Potential Internships by Subject

Below is a list of B.A. subjects, potential organisations, and relevant projects for those organisations. Generating a list of projects grounded in the Liberal Arts helps conceptualise the range and diversity of potential internship projects.

² Works cited in this handbook that are included in the [Bibliography of the literature review](#) will not be referenced in a footnote.

American Studies

Interested organisations:

- American Chamber of Commerce
- New Zealand Trade and Enterprise
- Democratic & Republican Party expats
- Operation Deep Freeze
- American Clubs

Potential Projects:

- Content analysis of representations of the US (NZ web, blogs, newspapers, television)
- Can be specifically targeted on US trade, science, or technology developments that effect business relationships in New Zealand
- Can be specifically targeted on New Zealand media who also cover EU representations on specific international topics. Can also be researched in conjunction with European or International Studies
- Topics that draw on US media influences
- Local companies wanting to draw on US icons, or anti-American icons

Anthropology

Interested organizations:

- Multinational organisations
- Community groups
- Organisations needing understandings of communities within its structures
- Immigrant groups
- Human Rights Commission
- NZ Tourism

Potential Projects:

- Research needs of specific community
- Identify needed resources for community
- Provide model of community outreach

Art History

Interested Organisations:

- Art Gallery
- Arts Centre
- Local Theatres
- Libraries
- Museums

Potential Projects:

- Assist in creation/research of collections
- Research theatre set design for plays/theatre
- Research type of art needed in business
- Research media representations of Art Gallery's programmes (children, lectures)
- Analysis of external community relationships of Art Gallery

Chinese

Interested Organisations:

- Chinese schools
- Chinese churches
- University's connected with China
- Confucius Institutes
- Asia New Zealand Foundation (their website [lists several funding opportunities](#))

Potential Projects:

- Language competitions
- Community organisations should have good resources to support projects that arise out of their perception of their needs
- Could be used as model of immigration useful to other groups

Cinema Studies

Interested Organisations:

- Women and film archives
- Video stores
- Film Festivals

Potential Projects:

- Help catalogue archives
- Help organise film festivals – schools, city councils, international

Classics

Interested Organisations:

- Museums
- Art Galleries

Potential Projects:

- Research for future exhibitions
- Document what is already owned, on background information
- Research on how collection should be displayed
- Research on teaching classics in high school
- Info on Greek plays, Greek literature for other organisations

English

Interested Organisations:

- Publishing houses
- Editors
- Critics
- Book reviewers
- Publishers
- Book sellers
- Libraries

Potential Projects:

- Use of books within various communities
- Language in marketing
- Book shops at risk
- Chapters/poetry readings
- Art and literature

European Studies

Interested Organisations:

EU

Language communities

Potential Projects:

Representation of Europe in NZ/South Pacific

Comparison of US and EU in NZ media, run simultaneously

Look at particular issue across New Zealand

Gender Studies

Interested Organisations:

Battered women

College of midwifery

Human Services

Potential Projects:

Gender in the media

Research on pre-teen readings of advertisements

Focus groups on women's issues

History

Interested Organisations:

Archives

Museums, small regional museums give them help with their collections

Cultural tourism sites

NZ Historic Places Trust

Potential Projects:

Oral histories: Age Concern NZ, immigrant communities

Historical database preparations

Regional museum collection research

Community historical societies

Japanese

Interested Organisations:

New Zealand Japan Society

Asia New Zealand Foundation (their website lists several funding opportunities)

Potential Projects:

Business oriented with corporate connections

Translation

Linguistics

Interested Organisations:

Origins of NZ English (ONZE)

Potential Projects:

Research and support for language community

Use of Māori language in leisure

Māori

Interested Organisations:

- Schools
- Community organisations
- Federation of Māori Authorities

Potential Projects:

- Māori language packet for primary schools
- Historical research

Mass Communications

Interested Organisations:

- Newspapers
- TEDx
- Web-based organisations
- Any organisation interested in media analysis

Potential Projects:

- Content Analysis of different media around topic, issue, organization
- Focus group analysis

Music

Interested Organisations:

- Community music groups
- Church groups

Projects:

- Music education
- Analysis of music performance
- Music administration

Philosophy

Interested Organisations:

- Animal/Human rights
- Environmental ethics
- Health ethics committees

Potential Projects:

- Background on animal/human rights
- Human ethical research
- Sustainability issues
- Ethics business practices/options
- Ethical development in business through alternatives not associated with gambling, tobacco, alcohol

Political Science

Interested Organisations:

- City councils
- Local politicians
- Issue-based organisations

Potential Projects:

- Research on science and technology
- Research on policy issues
- Community organisations issues

Psychology

Care must be taken not to attribute any kind of certification to the internship. Stage-three students are not representing themselves as “psychologists.”

Sociology

Interested Organisations:

- City councils
- Civil rights organisations
- Unions
- Media

Potential Projects:

- Environmental sociology
- Content analysis of topics in media
- Race, gender, class issues surrounding policy or media
- Content Analysis of media(s) about organization
- Qualitative projects: in-depth interviews on issues/hot topics
- Quantitative projects: surveys, statistical analysis

Languages

Interested Organisations:

- Embassies
- Ethnic restaurants
- Local television stations
- Translation services

Potential Projects:

- Develop community service/support system
- Develop cultural outreach on local television
- Develop school language packet for teachers

Theatre and Film Studies

Interested Organisations:

- Film societies
- Archives

Potential Projects:

- Archival research
- Performance analysis
- Support community theatre

Cross-Disciplinary Projects

While subject-specific internships are vital to the success of the Liberal Arts internship, the breadth of the Liberal Arts allows many projects to be addressed from multiple disciplinary perspectives. Suggestions of a few such possible projects follow:

Media Content Analysis: The analysis of the representation of an organisation or on a topic(s) or policy. How is the organisation represented in various outlets – newspapers, television, community feedback, etc. An intern provides a meta-analysis beyond a mere

marketing survey. Potential organizations: City and Regional Councils, DHBs, Transportation and Water, Museums, IRD, art galleries, various non-profits.

Analysis of Communities/sub-groups within organizations: Intern researches any community, local, government, business from an anthropological, or sociological, or gender, or multicultural view. How is the community functioning and in what capacity? What can be done to improve functioning in accordance with community goals?

Streamlining Policy: Intern collects, collates, and synthesises large amounts of information. The intern then reports back on what is included, what is missing, and suggestions for improvement.

Research for grant applications: Intern helps community organisations get funding from other bodies (City Councils, Creative New Zealand, Japan Society, etc).

Researcher: Intern provides necessary background or current research for a complex or multiple-team member project. Intern work as part of that team, affording organisation staff to complete sections or work at a higher level.

Single Community Focus

Each year a group of interns work within one community. The different invested groups within the community work with their specific intern to develop the outcomes. Combined, these internship projects have a greater impact on the community. This single community focus creates interdisciplinarity within intern cohorts and cements links between the community and the university.

For example, a small community is in transition. It has a deep agricultural foundation, an immigrant resettlement history, and in the twenty-first century, has become a target of many new residents living in ~~lifestyle~~ blocks.”

Potential projects:

- Research on immigrant heritage to document and promote its multicultural heritage
- Help curating community museum in order to protect its collection
- Assist museum in the display of its collection
- Translate museum’s ~~history~~ folder” into a searchable database
- Document the narratives of the region’s residents through oral histories (visual recording)
- Assist in the development of a technology grant to support digitization of historical material
- Assist in the development of a Creative Community grant to support better document the community’s history

Many organisations will seek media-type internships, assuming they will be provided with marketing. While marketing-type internships focus on purchase, sales points, and barriers to purchase, Liberal Arts Internships research instead foundational issues, issues largely other than money. Liberal Arts internships ask the bigger ethical/social questions of long term image, economic and environmental sustainability. Solutions are generated through application of critical theory. Students learn to apply their knowledge and critiques to solutions that work in the real world. They do not critique for critique's sake, but generate an outcome pertinent to the industry or community within which they are working. They do not generate research just to acknowledge a problem, but work to produce a solution for a better world.

Organisational Structure

Liberal Arts internships should be specifically designed to be project-based and structured in cooperation with organisations to achieve their outcomes. By being project-based, interns work on projects important to the organisation and their positions do not devolve into merely answering phones, doing clerical work, or filing. By developing projects with Site and Academic Advisers, internship projects remain grounded in the real-world needs and goals of organisations. Projects can emerge from sites, from academics and/or from students. This section identifies the general structures of Work-Integrated-Learning internships, including all participants and their roles.

General Overview of Internships

Project-based: solves a real-world need in an organisation.
 Intern produces a product for organisation (e.g. media analysis report, archival research, science or policy research, etc).
 150 hours devoted to accomplish this specific project. This time allotment is flexible, dependent upon project:
 Semester one or semester two
 Short term (one or two months)
 During semester breaks
 Summer
 Full year

All projects should have a specified time limitation. Using the TEC mandate of 300 hours for stage-three courses, internship course hours are split between project requirements and academic requirements. This division allows 150 hours allotted for all projects, 150 hours allotted for all course work. The 150 hours of course work is also split between the Academic Adviser's requirements and assessments, and the Internship Director's class time interrogating issues surrounding power, race, class, and gender in the work environment. It is important that all participants, Site Advisers, Academic Advisers and interns understand the time restrictions so projects do not balloon and take over the intern's other course work and life. A database can be set up to help monitor the project hours. An [example time log](#) is included in the *Resources* section.

A specific project description for each project should be developed in coordination with the Academic and Site Advisor. Some [sample project descriptions](#) are provided in the *Resources* section. Students apply for the projects or they can develop their own. Project descriptions are advertised at Career Centre, Internship website and relevant course websites.

Each project has measurable milestones, a draft report, and an end-product due date.

Interns are selected by Site and Academic Advisors based on candidate applications, references and interviews.

At the University of Canterbury, the course is titled –ARTS395 Internship.” The course resides in the College, not within any school or department, [preventing competition and clarifying financial implications](#).

Stage-three University Credit. The academic component is also 150 hours. The 300-hour total meets the New Zealand Tertiary Education Commission’s requirement for stage-three courses. Toward the end of their degree, stage-three students incorporate the baseline knowledge of their subject before graduating. They embody the “graduate attributes” identified by their specific subjects.

Students required to complete [weekly readings, online discussions, and reflective essays](#).

Site Adviser contributes [20% to course mark](#).

Academic Adviser contributes [40% to mark](#).

Internship Director contributes [40% to mark](#).

Funding:

For-Profit: \$3000 donated to Scholarships/University Foundations.

Not-for-Profit: \$2000 donated to Scholarships/University Foundation.

Community Organisations who cannot afford payment may apply for funding grants through College of Arts.

Student’s tuition for course is then paid through Scholarships. The accrued funds cover College administrative costs and provide grants for community organisation applications.

Project Template: All project descriptions need to follow a template so that when posted on the various websites, interested students can find the relevant information. A [blank Project Template](#) should be taken to initial meetings with organisations considering internships, to structure the conversation and provide the foundations for the eventual project description.

Placements

Each organisation identifies a Site Adviser. The Site Adviser, in conjunction with the Academic Adviser and Internship Director, work to define a specific internship project, detailing hours, length of commitment, roles, responsibilities, lines of authority, confidentiality, etc. These [project descriptions](#) are posted on the internship website, course website, and Careers Hub. Project descriptions include the recommendation that students participate in Careers CV Writing and Interview Skills workshops prior to submitting their applications.

Students will apply for specific projects, submitting CV, transcripts and references.

Organisations are offered the opportunity to review student applications vetted by the Internship Director and to interview a selection of candidates. This process allows both students and organisations to make choices and negotiate appropriate skill levels and various commitment requirements. Organisations that do not wish to participate in the selection process are assigned an intern based on the Academic Adviser and Internship Director's review and assessment of suitability.

Internship Applications

The selection process is key to a successful internship. The first step is the application, which should include the relevant information for the Internship Director and Academic Advisor to short-list interview candidates. Besides the basics of applicant's name and contact details the application should include:

- The internship being applied for
- Requests for references
- Academic records
- A short piece of writing about both a class and a life experience that is related to the project

Some project descriptions may also require specific details such as a police background check, familiarity with a particular document, or a specific computer skill. Project descriptions should also include specific detail on how, where and when the application should be submitted. An [example application form](#) is included in the *Resources* section.

Site Advisers should be offered the opportunity to read all applications. In practice most will only want to participate in the actual interviews.

Student Registration of Interest

Developing projects takes time. Finding and refining the projects and milestones so that they meet the needs and requirements of the site, the Academic Adviser and the time and skill set of stage-three students is a process of negotiation. Occasionally, projects arise needing quick turnaround times. A mechanism is required to access and target interested students for these projects. Creating an interest "pool" where students can register their interests, academic orientations, and availability addresses this need, and allows a more targeted recruitment of potential candidates. An example of a [Registration of Interest web-form](#) is included in the *Resources* section.

Interviews

Based on their applications, the top three candidates are selected by the Academic Adviser and the Internship Director. The interview panel consists of the Site Adviser, the Academic Adviser and the Internship

Director. The Internship Administrator schedules the interviews around everyone's schedules and around multiple projects as some students apply for several. Interviews usually last a half hour. Care must be taken to both support and evaluate candidates. If a great candidate is rejected because of the other factor involved in the selection process (networks of familiarity, experience, age, etc), that candidate should be contacted about the possibility of setting up a student-generated internship at a future date. This follow-up allows the nurturing of the best students into valuable projects, using their connections to generate more options.

Roles and Responsibilities

Below is a list of necessary tasks for all positions associated with WIL. The list here provides the details for requesting administrative support for administering bodies. The list also describes all that needs to be done to ensure the successful running of a WIL programme. The teaching and supervisory responsibilities of the academic and site advisers are more thoroughly described in the [Course Design section](#).

Internship Director

- Guiding a [new course proposal](#) through faculty.
- Recruitment of business and organisation partners for student placements.
- Recruitment and selection of students to undertake the course.
- Recruitment of academic staff to supervise student placements.
- Construct internship placement descriptions in negotiation with businesses/organisations' site advisers and academic advisers.
- Have a few alternative projects lined up within various service centres at the university, in case an irresolvable problem occurs. These projects must be able to be implemented at short notice and have flexible start and end dates. While not ideal, these projects will fulfil the course goals and learning objectives.
- Coordinate and teach course sections of internship.
- Construct reading packet for course.
- Run ongoing student online discussions.
- Supporting the successful students, business/organisation partners and academics for each project.
- Recruit speakers for course.
- Oversee student assessment.
- Mark assigned assessments.
- Troubleshooting any issues that arise.
- Undertaking an evaluation of the course.
- Ongoing marketing of the course.
- Organisation of relevant meetings about the course including events to recognise the business partners' contributions and student recruitment with Careers Office.
- Ensure equivalency of internship placements and that they conform to established guidelines for quality.
- Enable course to pass Human Ethics Committee.

Internship Administrator

Process Student Applications

- Set up and maintain contact list of students who have contacted internship office, questions asked, responses given to feed into webpage design.
- Collate student applications for academic and site adviser review.
- Based on site and academic advisers' recommendations, communicate with students their success/rejection in first cut.
- Coordinate timetable for interviews in conjunction with site and academic advisers, Career Hub interview rooms, and students.
- Advise students of their final cut success/reject.
- Compile time/day availability of successful candidates and arrange dates and room for course.

Process Students after Acceptance

- Compile each new intern's Internship Packet:
 - Each intern's project brief with timetable and relevant milestones
 - Each intern's [Student Learning Contract](#)
 - Each intern's [Letter of Agreement](#)
 - [Protocols](#)
 - [Syllabus](#)

Intern Administration

- Administer intern enrolment process for students.
- Track various start and end dates for Registry.
- Ensure correct programme/lecturer EFTS for College.
- Track each student's assignment marks.
- Track each intern's milestones.
- Submit final grades to student administration.
- Set up system with student administration and College administration so that each intern's tuition is reversed once intern passes course.
- Take and transcribe notes at meetings when requested.

External Relations

- Organise annual "showcase":
 - Coordinate VC's schedule with showcase dates
 - Catering
 - Invitations
 - Maintain database of organisations to invite
- Provide information to College administration to enable invoicing of participating organisations.
- Organise each Site Adviser's internship packet:
 - Obtain organisation protocols for student packet
- Organise Site Adviser Packet:
 - Project Description ([see project samples](#)) with relevant timetable and milestones

[Student Learning Contract](#)

[Protocols](#)

[Site Adviser Information Sheet](#)

Send out and record both Site Adviser Evaluation Forms ([midway](#) and [final](#)) for each Site Adviser.

Assist in identifying any potential opportunities to promote internship.

Faculty Assistance

Coordinate individualised Academic Adviser handout:

Project description ([see project samples](#)) with timetable and relevant milestones

[Student Learning Contract](#)

[Protocols](#)

Academic advisers' ["Working with an intern" handout](#)

Coordinate student reading packets for academic advisers and internship director.

Support faculty participation as needed.

Assist in the Promotion of Internships

Help organize Internship Director visits to all stage-two and three Arts programme core papers.

Help organize first and second semester's student information/recruitment meeting with Careers Office.

Help organise website releases.

End of Internship Tasks

Send thank-you letters to organisations, site advisers.

Send thank-you letters to academic advisers.

Survey of semester interns.

Organise invitations of all participants to next ~~launch~~ "launch".

Send information letters to all B+ and higher GPA stage-two students in B.A. at end of year.

Construct and Maintain Database

All students expressing interest.

All student applications.

All contacts suggested from various outreaches.

All contacts visited, and when.

All participating faculty.

All projects descriptions.

Career Hub project list.

All contracts.

All memoranda of understanding.

Site Adviser

Organisations ask: What are the costs? What are the benefits? What am I going to get for my investment? How much of my time is it going to take?

Liberal Arts Internships address those questions but are not merely job training or work experience in an office. They are project-based with specific, clearly-defined end results, purposely designed to meet a current organisational need. The interns work in with, or around, the organisation's busiest times, supporting its endeavours.

Successful internships need one person within the organisation who has the time and interest to represent the organisation's interests, help frame the project, participate in the intern selection process, and supervise and assess the intern. In coordination with the Internship Director and Academic Adviser, Site Advisers:

- Contribute to the development of a project-description to meet a need in their organisation, including milestones.

- Participate in the interviewing of selected top three student candidates.

- Provide initial orientation including confidentiality issues pertinent to the site, intellectual property issues, safety issues, etc.

- Supervise intern regarding subject area.

- Meet and assess project at milestones.

- [Evaluate intern at mid-point.](#)

- [Complete final evaluation of intern](#) which is 20% of intern's course grade. Further information about the [Site Adviser's responsibility for assessing the intern](#) is included in the *Course Design* section.

Comments from Site Advisers

Andrew Holden – Editor, The Press

—The University internship has provided us with the opportunity to tackle an important task - the auditing of The Press's historic materials as it approaches its 150th anniversary – that has languished on a to-do list for far too long. Our intern's energy and focus, combined with her ability to work in an effective and charming manner with staff, has meant the task has been completed on time and with a sense of achievement across the organisation. The fact that she has academic oversight provided by the university also gives us confidence that the audit has been done in a credible manner.”

Sarah Whitehead – Canterbury Museum

—The internship scheme has provided our organisation with a passionate, enthusiastic and highly competent student. This student has met every deadline and produced work beyond our expectations. We anticipate the outcome of her research will make a significant contribution to our organisation now and in the years ahead.”

—Civic consciousness and behavior are formed at the intersection of study and engagement—reflection and action—and in public settings where difference and conflict are plentiful and treated as assets, instead of liabilities.” (Coleman 2007)

Kate Yeoman – Eating Awareness Team

—Our Arts Intern has brought a new, critical eye to our organisation and we look forward to the results of her research. She has enthusiastically engaged with our organisation and shown great curiosity and insight about its workings and its people. And she has conducted herself with professionalism and confidence as she has engaged with our stakeholders. Her research will influence future developments within the organisation and be a vital resource for showcasing our services. Because of our limited resources we could not have undertaken this research with the same depth and insight on our own, and we greatly appreciate her work.”

Academic Adviser

A Liberal Arts internship programme directly develops enduring community partnerships through the establishment of links between the classroom and the workplace. Academic Advisers are vital to the effectiveness of internships and are necessary for the development of the project and supervision of the intern. Successful internships need the direction of specialist academics that have an interest in the subject area, expertise in the methodology and/or have contacts at an organisation. As the area-specialists, they guide the intern, and provide the background research necessary for the success of the project. Organisations appreciate the supervision and knowledge resource provided by the Academic Advisers. Academic Advisers supply the theory in the theory/practice relationship. They receive a 50% EFTS split for each of their interns.

Since internships are project-based, they emerge out of a need determined by organisations. However, the actual project is finalised in negotiation with Academic Advisers. Most projects suggested by sites are way too large and complex for the amount of time allowed within an internship. The Internship Director arranges a time for the academic adviser to meet with the site adviser in order to negotiate the specific requirements and milestones for the project:

- Academic Advisers make sure the project’s requirements are suited to stage-three students’ abilities from their subject area.

- Academic Advisers establish if there are any other learning outcomes beyond the stated internship outcomes listed above. Together, this process generates the Project Description that is advertised to students ([see Sample Projects.](#)).

- During the first three weeks, the Academic Advisers “upskill” their interns into the methodology and/or research necessary for them to feel comfortable entering the workplace/site.

- Academic Advisers set a 40% assessment for the intern. Not all projects appear immediately conducive to academic assessment. It is thus up to the Academic Adviser to set an assessment that evaluates their intern’s ability to meet the learning objectives, the absorption of assigned materials and appropriate methodologies.

Types of assessments to consider include:

- Research journal submitted periodically throughout the internship

Extended research into an object found on site
Essay analysing an issue that emerged on site
Further information about the [Academic Adviser's responsibility for assessing the intern](#) is included in the *Course Design* section.

Questions to Recruit Academic Advisers

What skills, attributes and knowledge(s) do your students learn that they could use in a business, a non-profit organisation, or government department?

What communities or organisations do you have a critical/theoretical interest in? Results of projects allow faculty non-confidential but more situated or insider knowledge of institutions or organisations. Faculty should think of communities and organisation within which they have, or would like to develop richer contacts. Ideally, these contacts can feed into larger projects, build relationships and create research support.

What communities or organisations need assistance? The internship can provide necessary foundational research to facilitate improvement and/or development.

What issues/topics are important to generate visibility or awareness?

Comments from Academic Advisers

Dr. Lyndon Fraser – Sociology Lecturer

—My role as an academic advisor has been terrific. I've really appreciated the opportunity to extend teaching and learning into the workplace and to encourage students to reflect critically on their work experiences. As someone who studies the past, I'd strongly recommend the intern programme for those considering careers in public history, museums and heritage."

Dr. Cornelia Sears – American Studies Lecturer

—I supervised two interns this semester. What a pleasure! The internship program is extremely well organized and offers academics an opportunity to work with top-flight students whilst they enrich themselves and whilst they promote the B.A., and its many critical attributes, to vital stakeholders."

Interns

All majors within the Liberal Arts – from Art History to Classics to Political Science to Anthropology – are suitable subjects for internships. All stage-three students who have a background and interest in the subject area of a project are eligible to apply for that internship. Students apply for projects listed on the website or initiate their own projects with the help and guidance of the Internship Director. All internships need an Academic and Site Adviser, and experience suggests that combining these roles in a single person is undesirable.

Johanna – intern at Canterbury Museum:

–My internship gave me a great opportunity for work experience in my B.A. subject area. It also allows for a greater understanding of your own strengths and weaknesses, and helps you to prepare for life after university. ”

Most students apply for an internship project that is relevant to their major subjects. GPA is not the only criterion, as selection is determined by fit with organisational culture, intern's social skills, and intern's previous life experiences.

To apply, students must [fill out an application](#), and submit it with academic transcripts and two references. The top three candidates, as evaluated by the Academic Adviser and Internship Director, attend an interview with the Site and Academic Advisers and the Internship Director. Only after selection, can the student enrol in the internship course. As part of the internship course, interns will participate in online discussions, present on their projects, complete research as suggested by Academic Adviser, and complete a project that is assessed by the Site Adviser. A [draft of the syllabus](#) used in the University of Canterbury's ARTS395 Internship is included in the *Resources* section.

Site Involvement

Organisations, both profit and not-for-profit have a plethora of projects on their “wish-lists” – projects important to the organisation but put on the “back burner” while attending to day-to-day tasks. Linking with these wish-list projects creates both one-off and long-term internship projects.

Site Project Examples

As part of a community organisation's professional practice and self-monitoring evaluations, it needed to conduct an appraisal of its services, which included obtaining feedback from its clients and other sector professionals. The organisation did not have the time or the personnel to conduct this type of appraisal. An internship project was set up to interview sector professionals to garner their evaluation of the organisation. A final written and oral report was generated which was then included in the agency's review. The intern selected was a sociology and psychology major. The academic adviser was located in sociology.

A large for-profit organisation was moving buildings and needed to know what kind and the history of the many artefacts displayed and archived within the building. Because of workload and internal politics, no one person within the organisation could complete the task. The intern catalogued all artefacts and presented a report to the CEO, resulting in the gifting and displaying of selected artefacts in the new building. The intern selected was a history and media and communication major. The academic adviser was a cultural historian.

More examples are on the University of Canterbury B.A. Internships [website](#).

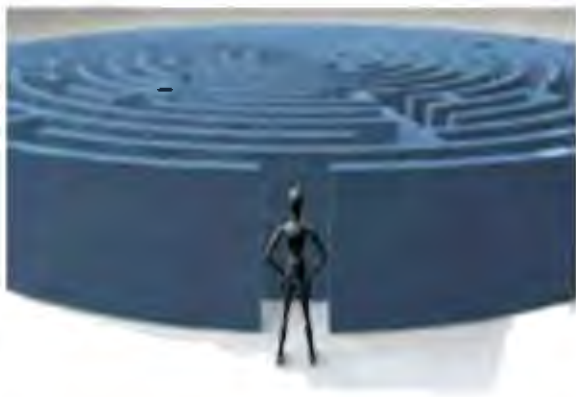
Further ideas for likely internship projects can be gleaned from the [sample project descriptions](#) provided in the *Resources* section.

The Ako Aotearoa website has a great resource for those wanting to start an internship programme, [in the form of three PDFs describing best](#)

[practices](#): one for those setting up internships; one for students; and one for academics.

The New Zealand Association for Cooperative Education also provides a guide of interest to those wanting to begin an internship programme. [It is a 27 page PDF](#) that begins with the basics such as the definition of terms and ends with the necessary administrative duties.

Course Design



The internship is not merely work experience or job placement. It is Work-Integrated-Learning. While the internships must be project-based, to be pedagogically sound they require the establishment of a course through which the interns participate in class discussions with the Internship Director and other interns, read theoretical articles analysing the structures and practices of the workplace, research in the subject/project area, present the results of project-research to others, and finally are assessed on achieving the multiple learning outcomes. This chapter is the “how to” of course design.

Student Citizens/Scholars

Liberal Arts degrees prepare students to participate in ongoing public conversations about the crucial political, social and cultural issues of the twenty-first century. The internship course specifically focuses these knowledge(s), empowering interns to evaluate complex and difficult issues from multiple perspectives as applied to their organisational sites. By encouraging critical and responsible attention to issues of identity, diversity, globalisation, and economic power, the internships help interns understand their site and its relationships within larger global systems. While they have mastered their discipline-specific knowledge and skills, those knowledge and skills are focused through an understanding of their social and civic responsibilities. The goal is that they become socially engaged new professionals, invested in social justice and making a difference.

Philosophy of Student Engagement



View Jessica's vision of the student as citizen/scholar.

Liberal Arts students are taught, through their subject matter, assigned essay questions, and oral presentations to develop strong verbal and written communication skills and the ability to analyse and think creatively. The internship course includes an academic component, with interns working under the supervision of a subject specialist within the College on the focused research for the project, and with the Internship Director on the big picture issues surrounding their site. Interns earn stage-three credit for the course.

The internship course should examine political, economic, aesthetic, social and cultural differences in order to equip interns with the skills and insights that an increasingly globalized world demands. It should provide with the tools to critically assess the consequences of actions, both individual and social, and to sharpen their understanding of the ethical,

moral and political implications of public and personal decision-making as they enter the professional world.

Rationale for a Liberal Arts Internship

Creating a new course within a university is always a political process, igniting factions and sometimes generating divisions. A Liberal Arts internship, rather than department- or programme-specific internships, should be established to:

- Prevent competition between different programmes over internship sites
- Allow small programmes with limited number of staff/time to recruit sites the same opportunity for internships
- Spread the workload of the participating advisers
- Project a unified image of the College and the University to external organisations

Course Proposal at University of Canterbury

Below are the necessary procedures used to establish a Work-Integrated-Learning course at the University of Canterbury. The [course proposal](#) presented to faculty allows them to question and provide their support for the course. Prior to the actual faculty meeting, presentation and discussion should occur about the new proposal. Support must be garnered from key constituents – Pro Vice Chancellors, Heads of Schools, and Heads of Departments/Programmes. Presenting the concept of the internship and requesting feedback at the early stages of planning is essential. Modifications can be made before the course is presented to the entire faculty.

Human Ethics Committee approval needed to be sought for the entire course at the University of Canterbury. Students work within organisations and interact with individuals outside the classroom. In the practice of the necessary reflection exercises, they will be commenting upon themselves within the external environment. If each internship project needed Human Ethics Committee approval, the feedback discussions would limit project time and necessarily impact on recruiting businesses. Several issues need to be carefully considered...

Confidentiality

How to ensure interns maintain the privacy of individuals they work with, work for and observe within the working environment.

How to deal with the potential of inducing stress generated by the internship – for both the Site Adviser and intern.

How to deal with the potential of moral or cultural offense.

An [example of the Human Ethics Committee submission form from the University of Canterbury](#) is included in the *Resources* section.

Protocols

It is important to identify, in the course proposal, the procedures students and advisers should consult and follow [if problems arise during placement](#).

Student Learning Agreement/Contract

Including [the learning agreement](#) in the course proposal allows faculty to see the standardised responsibilities expected of students.

Learning Outcomes

The intern should be able to recognise, analyse and apply knowledge within his/her major(s) to a real world project.

The intern should be able to evaluate the larger social structures and processes that shape practices and conditions in organisations.



A **Liberal Arts internship** programme directly develops enduring community partnerships through the establishment of links between the classroom and the workplace. For the student, “learning work” not only entails the development of technical and social skills but also an ability to understand the social relations involved in those skills. Knowledge is more than the ability to perform certain tasks. All tasks, both within the university and outside, are embedded in a particular set of relationships within which people define the facts, skills, procedures, values and beliefs relevant to particular jobs in organisations. The theoretical aspect of the internship program explores the basis of this knowledge both within and outside the university environment. It also explores the negotiations necessary to cross the boundaries between academic and organisational cultures. An internship program allows students to directly experience an organisational environment, to apply theories generated within their disciplines, and to complete a project within that workplace.

The short-term objectives are to teach students about the structures and processes that organise practices and conditions in the world outside the classroom, to help them recognise and analyse social relations within that environment, to have them be able to convey how those relations are negotiated through accommodation and resistance within that environment, and to complete a project that is viewed as productive, useful and timely by both the student and organisation. Theoretical analysis of labouring, of work organizations, of social relations within the working environment, and New Zealand within a global economy is integral to a Liberal Arts internship model.

The long-term objective is to enhance the ability of students to increase their effective participation in determining the practices that define their working lives, and to demonstrate to community organisations,

government, businesses, the university, and the larger community, the true value of the Liberal Arts degree. Students will be able to articulate how their Arts background contributes to making a difference in the “real world.” They will be able to explain their position within the ideologies of global capitalism, and to convey the relations through which these ideologies reproduce themselves. Moreover, they will better formulate their own potential to practice productive strategies within work places as the critics and consciences of society.

Liz Coleman, President of Bennington College discussed the limited critical engagement in most community service programmes in universities. Her address questions the blindness that currently supports the political, social and economic assumptions of community service.



Watch Liz Coleman's TEDTalk on the value of the Liberal Arts.

The veritable explosion of community service programs in high schools and colleges might suggest a very different picture than what I am painting. But wonderful and important as service is, surprisingly, it often limits the realm of civic action rather than extends it. Situations are typically sought where there is clear agreement about purposes such as teaching literacy, or working in soup kitchens, or building homes in Costa Rica or New Orleans... Meanwhile opportunities to explore the policies that cause the unacceptable rates of illiteracy, the desperate levels of poverty, and the grave injustices in the distribution of resources remain largely overlooked. This stopping short of engaging policy issues would be less likely were these experiences deeply connected to what is going on inside the classroom, but they are pointedly not. (Coleman 2007)

Layout of Course

The [sample syllabus](#) identifies the orientation of the course, the learning objectives, and the division of the assessment between the Site Adviser, the Academic Adviser, and the Internship Director.

The course integrates the responsibilities and expertise of the Academic Adviser, the Site Adviser and the Internship Director. The Academic and Site Advisers' [roles and responsibilities](#) are detailed in the *Organisational Structure* section. The responsibility of the Internship Director is to set up the course through university administration, monitor the interns' hours and progression of the projects, and most importantly, to provide the theoretical and critical pedagogical framework that turns the work experience from merely vocational training, career improvement or self-advancement, into the possibility of social transformation through the development of professionals as engaged and active citizens.

The Internship Director brings the cohort of interns together in a series of seminars in order to meld WIL with the intriguing, real-world application of emancipatory education. The interns participate in discussions with the Internship Director and other interns, and read theoretical articles analysing

ing the structures and practices of the workplace, to productively question social justice both within and outside market and employer considerations.

Seminars

The Intern Director's first three weeks of introductory seminars prepare the interns to enter their sites. These seminars provide basic orientations demanded by organisations:

- Review University's Health & Safety procedures and requirements for Field Work

- [Professionalism in the workplace](#)

- [Protocols](#): Clear expectations of roles for both interns and Site

- Advisers should be outlined on paper and reviewed with everyone before placements begin.

Part of the objectives of "learning work" is for the intern to learn how to identify and negotiate problem situations. Interns will be taught to both analyse situations for their power dynamics and negotiate situations for satisfactory outcomes. Often such problem solving can be a strong theoretical and practical learning experience for an intern.

Confidentiality

The Internship Director should be well experienced in the significance, protocols, and techniques for maintaining confidentiality and communicating its importance to students.

At several points throughout the internship, organisations and the Internship Director have the opportunity to discuss and implement structures that will minimise the risk of the disclosure of information deemed sensitive:

- The Internship Director discusses confidentiality issues during initial contacts with organisational sites. If confidentiality is an issue to the organisation, it should be included with the project synopsis so student references can address the topic.

- Organisations should discuss their confidentiality protocols with candidates during student interviews.

- Those sites identifying a specific need for confidentiality should assess the best method of ensuring confidentiality: refuse students admittance to sensitive areas, material, or meetings; signing of confidentiality agreements, etc.

- Interns are informed of their responsibilities concerning confidentiality when assigned their placement.

- All interns will sign the student learning contract.

- In their oral reports, online discussions, portfolios, and programme assessments, interns will be required to follow Human Ethics Committee protocols as discussed during the first three weeks of the course, and in the student learning contract and the confidentiality agreements with their organisations.

Beyond Introductory Seminars

Realising the intern has three masters, the Site Adviser, the Academic Adviser and the Internship Director, the latter needs to balance the requirements of all concerned in order not to overload the intern. The course needs to stay within the bounds of a stage-three workload, while also meeting the learning objectives of integrating the project work with theoretical questions about social transformation and justice.

Self-Reflection as Social Critique

—[C]ritical pedagogy' – the educational movement guided by both passion and principle to help students develop a consciousness of **freedom**, recognize authoritarian tendencies, **empower the imagination**, connect knowledge and truth to power and learn to read both the word and the world as part of a broader struggle for agency, justice and **democracy**." (Giroux 2010³)

Given the pedagogical orientation of a Liberal Arts internship, self-reflection is fundamental to the development of the citizen/scholar. Much has been written about the need for self-reflection as a source of recording the student's experiences and reflections. However, the goal of critical self-reflection is not merely to challenge personal norms, assumptions and ~~–taken-for-granted~~s." Based in critical pedagogy, self-reflection should go beyond merely acknowledging the historical, social, and political contexts of experience.

Beyond WIL directly addressing students as employable subjects in the future, WIL has the potential to invite them to reflect on themselves as they engage in the process of becoming active citizens. Entwining social justice perspectives with WIL reorients the face of higher education from mere training and increase in employability, to engaged active citizens and professionals. Thus the objective of self-reflection within the internships is to create learners with relevant occupational knowledge, grounded within a robust and critical theoretical orientation of their major subject, and to create an active citizenry engaged in meaningful dialogue about social justice issues. WIL in this sense employs education as an aspect of social transformation.

Questions to Guide Reflection

Viewpoint: From whose viewpoint are we hearing this? Who is speaking? Would this look different if s/he were in another place/time?

Evidence: How do we know what we know? What evidence will be accepted? How credible will such evidence appear to others? What rules of evidence are appropriate to different tasks?

Connections and patterns: How are things connected together? Have we ever encountered this before? Is there a discernable pattern here? What came first? Is there a clear cause and effect? Is this a ~~–law~~" or causality, a probability or a mere correlation?

³ Giroux, H. (2010). Lessons to Be Learned From Paulo Freire as Education Is Being Taken Over by the Mega Rich. *Truthout*, 23 Nov, 2010.
<http://archive.truthout.org/lessons-be-learned-from-paulo-freire-education-is-being-taken-over-mega-rich65363> Emphasis added.

What is needed today... is a thorough discussion of the social and institutional conditions under which individuals can acquire the strength to stand up and defend their rights in difficult situations... The question we should be asking is what kind of schools, universities, and corporations are needed for civil courage to flourish? (Swedberg 1999⁴)

Conjecture: What if things had been different? Include not only technical and situational reflection, but also critical reflection, so as to question a particular policy, a particular theory, or a particular level of reflection, and to ask such critical questions as, ~~Whose~~ “whose interests are served?” ~~Who~~ “who wins?” (if only by legitimating the status quo); ~~Who~~ “who loses?” (who has to deny identity in order to join the winners, if this is at all possible?); ~~Who~~ “who is likely to continue accepting a subordinate and exploited position in society?” (by virtue of their membership of oppressed groups).

Significance: Who cares? Does it matter? And to whom? Is it of mere ~~academic~~ “academic” interest or might it lead to significant changes in the way we see the world and the world sees us?

These questions develop over the course of the online discussions facilitated by the Internship Director. They are aimed at developing the citizen/scholar.

Online Discussions

The online discussions do not need to be directly assessed. Frequent participation can be required without continual monitoring as interns discuss with each other the questions above. The Internship Director, however, needs to keep students focused on these questions, continually asking them to challenge each other in meaningful dialogue. A good [guideline for discussions](#) aimed at helping the interns learn how to express disagreement, necessary for pluralistic democracy, is included in the *Resources* section.

Potential Readings for Students

Interns should be enabled to question, critique, judge and evaluate ~~what~~ “what is,” ~~what~~ “what effect it has,” and ~~why~~ “why” and to be concerned and informed about equality and economy, the environment, and social justice – both within the classroom walls and in life beyond the classroom door.

Professionalism

What are the qualities of a ~~professional~~ “professional”? How can professionalism be both a positive and a negative attribute? How would the qualities of being professional at times work against the needs of either individuals within the organization or the organization as a whole?

- Bansel, P. (2007). Subjects of choice and lifelong learning. *International Journal of Qualitative Studies in Education*, 20(3), 283-300.
- Barratt, E. (2003). Foucault, HRM and the Ethos of the Critical Management Scholar. *Journal of Management Studies*, 40(5), 1069-1087.

⁴ Swedberg, R. (1999) Civil Courage (Zivilcourage): The Case of Knut Wicksell. *Theory and Society*, 28(4), 501-528.

- Casey, C. (1995). Designer Employees: Corporate Culture and the Production of Self. *Work, Self and Society after Industrialization* (pp. 138-182). New York, NY: Routledge & Kegan Paul.
- Schnurr, S., Marra, M., & Holmes, J. (2007). Being (im)polite in New Zealand workplaces: Māori and Pākehā leaders. *Journal of Pragmatics*, 39(1), 712-729.
- Simon, R., Dipbo, D. & Schenke, A. (1991), Work Education and Critical Pedagogy. In *Learning Work: A Critical Pedagogy of Work Education* (pp. 3-12). New York, NY: Bergin & Garvey.
- Tienari, J., Quack, S., & Theobald, H. (2002). Organizational Reforms, 'Ideal Workers' and Gender Orders: A Cross-Societal Comparison. *Organization Studies*, 23(2), 249-279.

Intellectual Property

- Pang, L. (2008). 'China Who Makes and Fakes': A Semiotics of the Counterfeit. *Theory, Culture & Society*, 25(6), 117-140.

Confidentiality

- Alcadipani, R., & Hodgson, D. (2009). By Any Means Necessary? Ethnographic Access, Ethics and the Critical Researcher. *Tamara: Journal of Critical Postmodern Organisation Science*, 7(4), 127-146.
- Cannella, G., and Lincoln, Y. (2007). Predatory vs. Dialogic Ethics: Constructing an Illusion or Ethical Practice as the Core of Research Methods. *Qualitative Inquiry* 13(3), 315-335.

Gender in the Workplace

- Runté, M., & Mills, A. J. (2004). Paying the toll: A feminist post-structural critique of the discourse bridging work and family. *Culture and Organization*, 10(3), 237-249.
- Tyler, Melissa, & Laurie Cohen. (2010). Spaces that Matter: Gender Performativity and Organizational Space. *Organization Studies* 31(2), 175-198.

"Post-Racism" in the Workplace

- Twine, F. W., & Gallagher, C. (2008). The future of whiteness: A map of the 'third wave'. *Ethnic and Racial Studies*, 31(1), 4-24.
- Marra, M., & Holmes, J. (2008). Constructing ethnicity in New Zealand workplace stories. *Text and Talk*, 28(3), 397-419.
- Holmes, J. (2007). Humour and the Construction of Māori Leadership at Work. *Leadership*, 3(1), 5-27.

Interns and Employability

- Brown, P., Hesketh, A., & Williams, S. (2003). Employability in a Knowledge-driven Economy. *Journal of Education and Work*, 16(2), 107-126.



Assessment

Interns are assessed by Site and Academic Advisers, and the Internship Director. The assessments should be adapted to the projects and the personalities of those involved.

Site Adviser's Assessment

The amount and quality of input from the Site Adviser's contribution to the overall mark should be taken into consideration when constructing each project. On the one hand, the Site Adviser is usually not an academic, has no experience in marking stage-three work, has no contractual ties with the university, has no comparison with the quality of other intern's work, and is usually very busy with other concerns. Should they then contribute to the intern's mark?

On the other hand, the Site Adviser has intimate knowledge of the quality of the work of their intern and how that work meets their expectations.

Research with early University of Canterbury interns, Site and Academic Advisers concluded that Site Advisers should contribute 20% to the intern's mark for the course. At the midway point of the project, the internship director sends [an evaluation sheet](#) to all Site Advisers, requesting they discuss the project's progression with their intern. The form asks for a potential grade, based on work to date. This grade does not contribute to the final mark, but is indicative of the intern's ability to understand and meet the project's expected outcomes and their competence/professionalism to date. A [final evaluation sheet](#) is sent to the Site Advisers at the end of each project, and the Site Adviser's grade is factored into the intern's final mark.

Academic Adviser's Assessment

Academic Advisers understand their role as advisers differently. Some want to totally immerse themselves with the intern's project and have weekly meetings. Some have a more hands-off approach, and wait for the intern to report back to them. Trusting the Academic Adviser to monitor the intern and the intern's project is key to developing long term and productive relationships. They are the subject experts with knowledge, insight and a dedication to their students.

The Academic Adviser's responsibility to assess the intern needs to be highlighted at the very early stages of recruiting them for a project. They determine 40% of the intern's mark. They should be required to set an assessment during the first three weeks of the semester so the intern understands and can be thinking about that assessment throughout the project. Types of assessment include: weekly journals, research journals, in-depth report on a finding, essay on history of organisation, etc.

Internship Director's Assessment

Three Intern Presentations

Interns continually state interest in and support for their classmates' projects, developing both friendships and theoretical linkages between their own projects and others in the course. Presentations share that information, allowing interns to evaluate and apply both presentational content and the style. Interns specifically stated presentations were necessary for their development.

All presentations however need to be theoretically linked into the larger political social issues of their sites. Encouraging interns to think beyond their own projects to the larger social political landscape in which their organisations must negotiate, instils an appreciation of how their project –fits– into their organisational goals and missions. Through the presentation requirements, interns should be required to make links to the possibilities of social transformation, asking questions of themselves and each other [about social justice issues](#). Doing so allows interns to see the theoretical linkages between their sites and their projects as all sites negotiate the demands of financial limitations and accountability.

Pre-Site Presentation: At the end of the first three weeks, interns give a ten minute presentation about their site. Sample [guidelines for this presentation](#) are included in the *Resources* section.

This first presentation helps develop the interns as a cohort and assists their ability to see themselves as immersed within larger social structural constraints. As each intern presents the overview of their site and the social issues within which their site must negotiate, they, as a group, begin to recognise similarities between all the sites. They begin to understand the social and political intersections between seeming disparate organisations, developing insights into the need for social transformation.

Issues Presentation: This is a mid-project presentation about what the intern has learned so far, issues that have arisen, theories that apply, and problems yet to be solved. Sample [guidelines for this presentation](#) are included in the *Resources* section.

Final Presentation: All Site and Academic Advisers are invited for all the interns' final presentations. Sample [guidelines for this presentation](#) are included in the *Resources* section.

All interns [evaluate each other's presentations](#), providing both support and critique of content and style.

Interns also need to meet occasionally to discuss their sites, their readings, and their projects. However, they are also extremely busy so a balance must be kept between seminars, online discussions and project work.

The urgent questions become where are we going with democracy in this project? Who gains and who loses and by which mechanisms of power? Given this analysis, what should be done?
(Satterthwaite, et al. 2004)

STARR Reports

Interns prepare three STARR reports reflecting on their work environment. STARR stands for: Situation, Task, Action, Results, Reflections. Interns post their reports to an online forum where they are discussed, analysed and critiqued by their classmates and the Internship Director. The [STARR Report handout](#), gives the rationale and objectives for the exercise and is included in the *Resources* section.

Each STARR Report exercise is focussed on a specific question, and a quote from a course reading. All STARR Report exercises should be available to the interns at the beginning of the course so they can be processing events, circumstances, incidents, or thoughts in relation to the reports. [Sample STARR Report exercises](#) are included in the *Resources* section.

Examples of the critical reflectivity expected in the STARR Reports helps students understand the expectations and focus on themselves, the course readings, their sites, the larger social-cultural issues at their sites, for evidence to support their reflections. Both [a –C–](#) and [an –A–](#) example are provided in the *Resources* section. They are based on a composite of several intern's experiences, and re-written to fully highlight the expected level of reflection.

The STARR reports become the basis of the last piece of assessment for the course – the Portfolio.

Portfolios

The portfolio is submitted following the Academic Adviser's assessment. It provides the capstone to the entire internship, asking the intern to process their learning for a potential future employer, while also articulating the theoretical perspectives used in online discussions and STARR reports. It requires interns to pick from ten standard interview questions, answer them briefly based on their STARR reports, and then to critically reflect on that answer. The [portfolio guidelines handout](#) is included in the *Resources* section.

Database

Monitoring of the interns' hours on the project occurs through the time-log database. Most Site Advisers don't have the time or interest to check on the intern's hours as long as the project meets its milestones. Academic Advisers usually follow an academic time schedule, working until the project is done no matter how many hours. So the Internship Director should assume responsibility to monitor intern hours, checking that interns are not putting more or less time into their projects than was determined at the beginning. An [example time log](#) is included in the *Resources* section.

At the midway point, interns add up their hours to date and turn in a [Milestone Review Midterm](#) report. The Internship Director reviews the

hours ~~spent~~,” the hours left, and the distribution of hours over the project goals. The results need to be shared with the Site and Academic Advisers so all are aware of the project timeline and to meet objectives. The total hours the intern has worked on the project should be included in the end-of-semester Portfolio.

Summary

This course design emphasises the adoption and promotion of interns as critically and socially engaged professionals. It resists the pressures that work to construct them as mere managers of day-to-day activities. It attempts to promote and to redefine their role within counter-hegemonic practice that is both useful and productive to the organisations within which they work.



Marketing Liberal Arts Internships

How do you ~~sell~~” the concept of the Liberal Arts in a world that only sees the degree as non-vocational? This section addresses that question, both within the university environment and in the larger community of ~~work~~.”

Beginning Discussion Points when Talking with Organisations

Do you have a wish-list of projects?

What are some current needs of your organisation?

Think for a minute about your ever-growing wish-lists of projects that you never seem to ~~get-around-to~~.” Consider how your organisation would benefit if some of those wish-list projects could be completed, how your life would be easier and more productive. All organisations have these backlog of projects they would like to complete, that would add value to their positions and the organisation. Too busy doing their jobs however, these projects never gets completed. Marketed through the acknowledged needs surrounding these types of projects, Liberal Arts internships become valued for their ability to contribute to an organisation’s success.

Potential organisations need a framework to conceptualise having a Liberal Arts intern. The Liberal Arts teaches students to think beyond formulas, to challenge taken-for-granted assumptions, to ask the hard questions of themselves and of their society. Liberal Arts internships can thus provide resources for for-profit, non-profit service and government agencies, and community groups. When making contact with an organisation it’s best to take an internship overview to frame the discussion. A [sample Organisation Recruitment Overview handout](#), used as talking points in discussions with organisations, is included in the *Resources* section.

Top Ten Employment Skills

Liberal Arts interns are taught to write well, ask good questions, think critically, research answers, present information succinctly, and work effectively with others, all part and parcel of the Liberal Arts degree. Interns can provide support for current projects, expedite wish-list projects, or analyse behind-the-scenes research for future projects.

According to the 2004 New Zealand Vice Chancellors’ Committee Report, *University Graduate Destinations*,⁵ Liberal Arts graduates procure full-time employment, outperforming graduates in most other fields. It is not surprising that these graduates perform so well on the job market given

⁵ New Zealand Vice Chancellors’ Committee (2004). *University Graduate Destinations 2004*.

that Liberal Arts majors develop precisely the skills employers identify as essential amongst potential employees. In a recent Victoria University Career Development and Employment office *Employment Skills Survey*,⁶ the top ten skills/attributes identified by New Zealand employers were:

1. Strong interpersonal skills
2. Strong verbal communication skills
3. Strong written communication skills
4. Flexible and adaptable “can do” attitude
5. Sound academic achievement
6. Self-motivated/self-starter
7. Team player
8. Energy and enthusiasm
9. Problem solving skills
10. Analytical and conceptual skill

The Liberal Arts address themselves to the cultivation of just such skills, and especially to strong verbal and written communication skills. However, the current negative portrayal of the Liberal Arts skill-set suggests that there is a need for improved marketing and “packaging” of these degrees to employers and the wider community. There is also a need for a sustained effort to equip Liberal Arts students with the ability to articulate their learning achievements in ways that correspond with the above list.

A Liberal Arts Internship programme addresses these issues. While the Colleges of Business and Economics, Science, and Engineering, and the School of Law run vibrant and successful internship programmes, the Liberal Arts have failed to capitalise on the possibilities of an internship program. Internships are thus vital to the evolution of the Liberal Arts in New Zealand universities. They will fill a gap in the nation’s undergraduate education by connecting the Arts with valued work within the community.

The public and government agencies expect openness and accountability from universities. While internship programmes have the potential to acknowledge and celebrate individual students and cohort learning, they can also communicate that aggregate knowledge to these external others. Internship programs provide evidence for greater accountability of the various disciplines to the wider community and the transportability of knowledge and skills across diverse communities in an increasingly mobile society.

In an era where organisations are emphasizing corporate responsibility, sustainability and community awareness, Liberal Arts interns should be well situated to provide assistance to this global mandate. Liberal Arts interns have the potential to make a significant contribution across business sectors, from non-profit corporations, community services,

⁶ Career Development and Employment office (2006). *Employment Skills Survey December 2006*. [Available online](#) [PDF].

government agencies, small businesses, to large international corporations. The diversity of Liberal Arts majors generates potential fits with a variety of organizational types.

Funding

Most commerce internships charge organisations for the intern. The intern is treated like an employee, producing a product for the organisation. For the Liberal Arts internships, the situation is different as many community organisations do not have the finances to pay for an intern. While for-profit organisations have little difficulty in justifying spending money on an intern, community organisations and government agencies operate on smaller budgets. A sliding scale allows the flexibility to work with different type of organisations.

Organisations pay for internship projects on a sliding scale allowing the Internship Director to keep a balance between profit and not-for-profit.

\$3000 for-profit
\$2000 non-profit, community trusts, etc
Community organisations apply for internship grant

The accrued funds cover College administration costs, provide grants for community organisation applications, and pay the intern's tuition on successful completion of the course.

Sponsor an Intern in the Community

Alternatively, a business or corporation could provide funding for an intern to work on a specific community project, in line with the business' own community outreach programme. An organisation would provide a \$3000 scholarship to the University's Foundation to support an intern's completion of that community project. This is a win/win scenario that benefits the community and allows a student to apply his or her knowledge to the real world.

In whatever financial scheme is devised, the Liberal Arts interns should not be "ghettoized" by working on projects for "free" while business schools charge for their interns. For-profit businesses usually have discretionary control over this small fee. Community service organisations however should not be refused an intern because of their financial status. The sliding scale provides flexibility and support.

Selling Liberal Arts Internships in the University

Because of their practical and theoretical experiences, Liberal Arts interns become both evidence and symbols of the value of their degree. As such, if both the intern and the site give their permission, the internship can be showcased on subject webpages, university webpages and local newspapers. Showcasing the interns allows subjects/disciplines to demonstrate to potential students, parents, and employers the real-world application of Liberal Arts knowledges.

Hatesa, – intern at the Canterbury Museum;
–I really liked the way I could merge museum practice and procedures with my academic learning for the project."

Interns will become influential alumni, and as such, they will also be uniquely situated to further the internship program, providing potential internship opportunities and sites, generating a feedback loop of networked successes.



View Jessica's position on the benefits of combining theory and practice.

A Liberal Arts internship program thus becomes a point of difference for a subject/discipline, for a college, for a university. In the era of measuring “progression through degrees,” “learner competencies,” and vocational applications, internship programmes showcase learning through:

- Illuminating students' achievements

- Demonstrating the achievement of the defined graduate attributes within particular disciplines

- Demonstrating to first-year students the skills and competencies their degrees will produce and therefore provide motivation and direction for their efforts

- Becoming marketable evidence of the applicability of the Liberal Arts degree

Generally, internship programs support a holistic approach to learning which moves interns beyond simply attaining a grade in a course, to being able to clearly articulate what they have learned throughout their degree. This approach to learning allows interns to reflect on their own learning and by doing so, integrate their various learning experiences, skills and knowledge developed in their proficiency requirements and within and outside their majors.

Internship programs display the intern's educational goals and achievements, offering students a powerful means of authorship and ownership of their education when they enter the job market. Students develop a self-reflexive and more coherent picture of their learning experiences, and enhance their self-understanding and self-identity as graduates of a specific discipline. In these ways, interns become a unique, visible and articulate life-long marketing vehicle for the degrees.

Discipline-Specific or College-Wide Internships?

Political science, Media and Communications and Sociology departments are the logical subject areas for internships. Problems will arise if these different programmes start competing with each other for internship sites. As more subjects/disciplines realise the benefits of WIL, more competition develops for specific sites. This competition can produce confusion and irritation among potential host organisations as they are targeted by many subjects, receiving duplicate or contradictory information about internships. Additionally, smaller programmes with less staff and resources to devote to the time-consuming efforts of coordinating internships remain outside the many visible and pedagogical benefits of internships.

Given these detrimental factors, along with the interdisciplinary nature of subject knowledge, and with the reality that top students double-major across multiple subjects, a more cooperative and coherent internship

structure needs to develop. Indeed, the interdisciplinary nature of the Liberal Arts program fosters sharing across programs. That interdisciplinarity allows the marketing of the entire subject range as potential sites are identified by the needs inherent in organisational wish-lists.

Potential Sites for Liberal Arts Internships



Advertising Agencies	Museums
Age Concern	Navy
Alumni Association	Pacific Trust
Art Collections/Galleries	Presbyterian Services
BNZ	Problem Gambling
Business Associations	Foundation
Chamber of Commerce	Prostitute's Collective
City Council	Publishing Houses
Community Groups	Race Relations Commission
Creative New Zealand	Resource packets for schools
District Health Boards	Rotary
Employment Authority	RSAs
Environmental Groups	Salvation Army
Family Planning	Skillwise
Festivals (community, school)	Tenants Protection Association
Historical Societies	Telecom
Human Rights Commission	Theatres
International Film Festival	Tourism
IRD	TradeNZ
Kiwibank	YMCA
Manufacturers Association	Youth Health

Sample Project Descriptions

[Bioweapons monitor](#)

[Café 101: Social Impact Assessment of Café 101](#)

[Canterbury Museum Antarctic Collection](#)

[College of Midwifery: Tertiary Women's Perceptions of Midwifery](#)

[Eating Awareness Team: Evaluation of Connections in Mental Health](#)

[Sector](#)

[New Zealand Manufacturers and Exporters Association: NZMEA's](#)

[Use of Social Media](#)

[Spanish Language Resource Packet](#)

[Survey of The Christchurch Press Historic Materials](#)

[The Disarmament and Security Centre \(DSC\): Social Media and](#)

[Conflict Resolution](#)

[UC Art Collection](#)

Promoting Awareness – Showcasing Interns

There are many opportunities to promote the internship and it is vital that university branding and marketing put forward the Liberal Arts internship.

Launch

Launching the Liberal Arts internship concept is important as it is the initial vehicle that generates awareness of the internships around the university, organizations and businesses within the community. It is also an opportunity to thank those who have assisted in its development. Invitees should be key leaders within the university and within the community, with guest speakers chosen for their speaking ability and connection to Work-Integrated-Learning. At least one student voice should be among the speakers at the launch.

Internship Website

[The internship website](#) is as vital to the promotion of the Liberal Arts Internship concept, as it is to the projects themselves. The website is used as a resource by students, faculty, and members of the community.

Front Page

Strategic thinking needs to be done about who and what is on the front page. Having the Vice-Chancellor of the University welcoming and acknowledging the importance of the Liberal Arts and the internship provides prestige and status to the programme. This is important for businesses and faculty recruitments. However the Vice Chancellor's message might not impress potential students. On the other hand, having past interns describing their project and its worth is very user-friendly, but lacks the authority of an official endorsement.

Past, Present and Future Projects Pages

Mary – intern at The Press:

—Through my internship, I had the opportunity to use the theoretical knowledge and analytic skills acquired through my History degree in a practical way. Not only have I been able to develop my research and presentation skills, I have also had a practical insight into the corporate working world, which I believe will be greatly beneficial to me in the future.”

A [Past Projects page](#) needs to be identified as these projects demonstrate the breadth and depth of the Liberal Arts and their successful applications in the “real world.” Each semester as projects come to an end, a select group of interns and their advisers should be interviewed on camera. That video and commentary should be posted on the website accompanying the project description.

A **Current Projects** page identifies and advertises the projects for the upcoming/ongoing semester. The page needs to list all the current projects and the due dates of their applications, and a link to the [application form](#). Interested students can then evaluate their interests, their academic skills and their match to the particular projects.

A **Future Projects** section should also be included on the Current Projects page. The negotiation of projects takes time, as sites and academics

discuss logistics and outcomes. Identifying these potential projects suggests growth and continual development.

A **Frequently Asked Questions** (FAQ) page addresses questions that continually come up in the [Student Information Sessions](#), below. A copy of [the FAQ page](#) is included in the *Resources* section.

Student Registration Form

Most projects develop slowly, as Site and Academic Advisers negotiate their requirements in accordance with the 150 hours and the skill level of a stage-three intern. Some projects, however, arise quickly, either as a matter of urgency or fit, and neatly form a coherent packaged project. These projects are somewhat disadvantaged though, as their postings on the internship website and corresponding advertising is shortened or even non-existent. Potentially suitable students remain unaware of these projects.

In these circumstances, interested students need to be directly informed about the project and the rapidly approaching application due date. A student registration form that allows students to select their relevant subject areas, interests and availability then permits the internship administrator to contact relevant and interested students. The form allows the downloading and searching of relevant criteria, so the sending of relevant information happens quickly and efficiently to targeted and interested students in the least amount of time. An [example of the Registration of Interest form](#) is included in the *Resources* section.

Career Centre

The Career Centre should also promote the Liberal Arts Internships in their online databases, on their notice boards, and with pamphlets in their offices. Career Centre personnel have immediate and reliable sources, and can refer potential contacts. They should also attend, and potentially speak at, the launch, and are very important at the Student Information Sessions.

Student Information Sessions

In the last half of each semester, an hour should be scheduled for an “Information Session.” The timing of these sessions is important. If too close to final exams, student will not have the time to attend. If too far from the beginning of the next semester, the list of projects is limited. Speakers should include:

- The Internship Director discussing the overview and rationale of internships and specific projects
- A Site Adviser discussing their expectations of interns
- An Academic Adviser discussing academic requirements
- Someone from the Career Centre discussing their support of writing CVs, cover letters, and interview skills
- At least one former intern (three or four is good), discussing their internship experiences, highlighting the highs and lows

Time for questions needs to left at the session's end. An information sheet discussing internships should be provided. An example [internship information sheet](#) is included in the *Resources* section.

Student Radio

Student radio reaches both students and those interested in the student community. Interns, Site and Academic Advisers, and the Internship Director should make appearances on local radio, especially student radio. This presence will raise awareness among the student body and those organizations interested in marketing to university students.

Resources

Work-Integrated-Learning Literature Review

Executive Summary

Most work-integrated-learning (WIL) and the research generated around it are conducted within vocationally-oriented disciplines – business, engineering, health and tourism. This literature review sets the foundation for a critique of educational agendas that specifically conceptualise WIL as vocational training, career improvement or self-advancement. Instead it provides the grounding for a questioning of the purpose of the university in the 21st Century, and advocates a view of WIL that promotes social transformation through the development of professionals as engaged and active citizens.

Definitions of Neoliberalism

Most tertiary systems worldwide currently find themselves operating within a management system guided by a neoliberal agenda. The practices and discourses within this framework are always structured through an economic relation. In this sense, education is not viewed as a means of individual and social emancipation, but as an “investment” with students targeted and attracted by the promise of university qualifications impacting both their labour market and consumer power potential. Students are trained to adapt to the needs of employers, and are viewed as “human capital” available to be developed. Discourses of choice, education, work and lifelong learning are connected to the market, their dominant meanings an iteration of the economic discourses.

Neoliberal WIL Models

When neoliberalism is applied to WIL, the “output” conceptualises students adapted to the requirements of employers. There are many articulations of WIL in this mode. This literature review highlights a few of the key texts promoting this adaptive orientation.

Critiques of Neoliberalism

However, the literature gathered here seeks to document how WIL can address the work of critical theorists of education such as Freire and Dewey. Originally inspired by the pioneering work of the South American activist and educator, emancipatory education has as its goal a just and democratic society that emerges through the emancipation of its citizenry. The questioning of assumptions, particularly those reflecting relationships

of power within social and political contexts, is the key difference between this type of critical reflection and other forms of self-reflection.

Solutions

There is a strong and growing movement in the pedagogical literature on transformative learning and the facilitating of students to become active and engaged citizens. Challenging much of the traditional literature, this body of literature provides grounded solutions on how to confront and negotiate the tensions surrounding divergent goals and orientations at both national and international levels.

This review highlights the most intriguing, real-world application of emancipatory education melded with WIL. Indeed, WIL is superbly set, for the betterment of society, to directly and productively confront neoliberal agendas.

Future Research Topics and Applications within New Zealand

Much more needs to be researched, legitimated, and promoted about the productive combination of WIL with emancipatory education. While there are gaps in the literature, it is not surprising to see how much is being accomplished and challenged within the New Zealand educational system.

Introduction

This literature review begins with a pointed question. What is the purpose of Work-Integrated-Learning (WIL)? Universities around the world articulate the nature of the education they offer to their students through a description of the generic qualities and skills their graduates possess. But when the political relevance of education is dismissed in the language of measurement and quantification, when a university education is idealized as producing graduates as skilled and flexible workers for 21st Century industries, when students themselves seek a university experience that is geared towards a smooth transition into professional practice, what happens to the traditional role of the university to develop a capacity for the public good outside market and employers' considerations?

This tension between education as mere vocational training and as critical pedagogy was famously articulated by John Dewey in 1916. Besieging educators to prevent the co-opting of education by the needs and demands of business, Dewey stated:

The kind of vocational education in which I am interested is not one which will adapt workers to existing industrial regime; I'm not sufficiently in love with that regime for that. It seems to me that the business of all who would not be educational timeservers is to resist every move in this direction, and strive for a kind of

vocational education which will first alter the existing industrial society, and ultimately transform it. (Dewey 1916)

Dewey, considered a key originator of thinking about reflection, challenged educators to resist accommodating “industrial society” and to instead dedicate themselves to transforming it. Dewey (1933) believed that reflective individuals have characteristics such as open-mindedness, a willingness to accept intellectual responsibility for one’s own views, wholeheartedness (defined as a willingness to face fears and uncertainties), and enthusiasm, all traits that are vital for maintaining a democratic society. Literature on reflection, developed from Dewey’s ideas and drawing on the pioneering work of Donald Schön (1983, 1987) either focuses primarily on adult learning (Boud, Keogh, & Walker 1985; Brookfield 1995; Mezirow 1990) or is concerned with reflection in relation to practices and actions, especially professional practice in fields such as school teaching (Allen 1992; Beyer 1989; Collier 1999), nursing (Burns & Bulman 2000), social work (Fook 1996), and management “communities of practice” (Welsh & Dehler 2004).

Significant in the literature on reflection is the work of the pioneering South American activist and educator Paulo Freire (1973). Inspired by Critical Theory, and this type of “emancipatory education” (Bronner & Kellner 1989; Geuss 1981; Habermas 1972), has as its goal a just and democratic society supported by and evolving through the emancipation of its citizenry. For theorists within the critical theory and pedagogical tradition, the key difference between critical reflection and other forms of reflection is this questioning of assumptions, particularly those that reflect relationships of power within social and political contexts.

Writers such as Cope (2003) and Reynolds (1998) point to the problems associated with diverse definitions of critical reflection. When applied by those in the adult education tradition such as Boud, Keogh, & Walker (1985) and Mezirow (1990, 1991) the focus lies more with personal rather than social transformation. For these theorists, “reflection can be critical if it challenges personal norms, assumptions and ‘taken-for-grantedness’” (Cope 2003, p. 444). For critical theorists based in the Freirean tradition on the other hand, critical reflection should acknowledge the historical, social, and political aspects of experience. “Critical educators stress the socially situated nature of experience must be taken into account for reflection to have any meaning” (Reynolds 1998, p. 189). While transformative learning can take place by changing one’s own meaning perspectives, social transformation occurs when learners review and change misconstrued meanings arising from uncritical acceptance of the status quo. This distinction is significant when any type of self-reflection is promoted as a part of an education agenda.

Accordingly, the focus of this literature review specifically highlights the need for a critical reflection that helps transform WIL. Most WIL and the

research around it, supports vocation-oriented disciplines – business, engineering, and health – and aim to develop and adapt students to the current needs of these vocational agendas. This literature review, however, creates an alternative foundational orientation for WIL. Highlighting the need for social transformation, this literature review establishes how learners can develop an awareness of themselves as active, engaged citizens *and* as developing professionals in WIL environments.

Definition of Neoliberalism

Much of the current research on WIL fits extremely well within neoliberal educational agendas. This orientation is also titled ~~new~~ managerialism.” Neoliberal educational agendas ignore much of Dewey’s and Freire’s appeals for penetrating social critique as part of WIL. Paul Du Gay (1997) charts the transformation of Britain into an Enterprise Culture over the last few decades, and shows how this transformation created the subject position of the entrepreneurial self, which is a key component of neoliberalism. The development and historic rise of this entrepreneurial self within neoliberalism is also outlined by Cameron McCarthy et al. (2009). He defines neoliberalism as the active creation of the social conditions for an effective competitive market order. Those social conditions are based on the belief that the government must intervene, but on society only, not on the economy itself. Translated into a set of social and economic policies, neoliberalism transfers part of the control of the economy from the state over to the private sector, ideally, to produce a more efficient government and improve the economic indicators of the nation. This privatization of former public institutions is based on the assumption that the private sector responds more effectively and fairly through market competition and incentives. Success in the marketplace is seen as a valid indicator of efficiency and innovation (Gauld 2009).

Government intervention then is directed to create and sustain competition and to support the functioning of the market, not to fix its imperfections. ~~The~~ market is an artificial game of competitive freedom that could be guaranteed by interventions into the vital conditions for the market-game (i.e. the rule of law and the institutional frameworks) not by market intervention. The main issue to tackle is not the anti-social effects of the market, but rather, the anti-competitive effects of society” (McCarthy et al. 2009, p. 40). Policy formulations include juridical and institutional interventionism so as to suffuse society with the appropriate competitive spirit and to universalize the entrepreneurial form within the social. McCarthy et al. suggest the effect on the individual changes the impetus and grounding for effective social support networks.

Given that his/her survival is no longer dependent on society (it is now their own responsibility), the neoliberal subject does not have the same commitment to the social. Consequently, skills for the individual’s survival (i.e. ability to earn money, flexibility,

competitiveness, etc) replace those essential values for maintaining the social fabric (e.g. solidarity, fairness, compassion). In this context, then, the neoliberal subject is one who chooses for her/himself among different social, political and economic alternatives, not one who strives with others to transform or organize them. (p. 45)

As a hegemonic discourse, neoliberalism constructs the human subject as an autonomous, individualized, self-directing, decision-making agent. This assumption of what and how a human is in the world is at the heart of current educational policy making.

Indeed, when neoliberalism and its market-values orientation are applied to the university setting, educational ideals and graduate attributes are re-structured to become more responsive to the needs of employers, viewing students as “human capital” (Coffield 2000) available to be developed. In this sense, education is not viewed as a means of individual and social emancipation or transformation, but as an “investment,” with students targeted and attracted by the promise of qualifications impacting both their labour market and consumer power potential. Discourses of choice, education, work and life-long learning are connected to the market, their dominant meanings an iteration of economic and market discourses.

The embrace of the notion of profit-driven private enterprise as the fundamental economic engine of a developed society has a dramatic impact on the culture of the university. No longer determined by the intellectual community, the knowledge economy is now being decided and enforced by what the government, linked to private enterprise, is willing to pay for. Under such conditions, all of the Humanities and much of the Social Sciences are seen to have little value. Philosophy, History, Geography, Literature, Modern Languages, Classics, Art, Music, Drama, Film, and the list goes on, are valued as “useless” by various governments and their representatives. Areas of study such as Women’s Studies, Post-Colonial Studies, Gay/Lesbian/Transsexual Studies, Peace Studies, Area Studies, and Development Studies fair even worse (Lewis 2005).

The commodification of education is further advanced by policy that acknowledges the relevance of “life-long learning.” Through the neoliberal lens, life-long learning is a key component that develops workforce versatility. Indeed, within a neoliberal orientation, life-long learning supports the economy as it allows the transformation of workers to the needs of flexible production. As workers continually assume responsibility for adapting to the new economic structures, life-long learning ensures the possibility for business organisations to offset responsibility for social and fiscal payments, while also enhancing organisations’ freedom and adaptability in a global environment. As such, life-long learning also ensures the responsibility for employment tenure belongs to individuals

themselves. Workers must transform themselves to meet the demands and swings in the global economy (Olssen 2006, p. 222).

And what makes these facets of neoliberal discourse in education so compelling is that they addresses concerns about a learner's future in a global economy, an economy whose common traits are low wages, capital flight and insecurity. That type of competition and insecurity is evidenced also in the university environment as Evans (2004) suggests:

In structural terms, universities have been increasingly organized in terms of competition both external and internal. Universities compete ferociously against one another for funding; departments compete for funding within the institution because of new regimes of ~~internal~~ budgeting." Hence an institution which might once have assumed that its physical space (lecture theatres, seminar rooms and so on) belong to all its members, now charges individual groups or individuals for the use of those facilities. ~~Successful~~ departments obtain, in effect, gold paper clips, others make do with whatever they can find. (p. 93)

Universities also compete internationally through advertising campaigns directed at demonstrating their relevance within the marketplace. Students are translated into numbers of Enrolled Full Time Students (EFTS) and transform themselves in entrepreneurial subjects ready for the job market.

It is this type of economic impetus that has hijacked the public debate and the discourse of professionals so that education is no longer viewed as a means of individual and social emancipation, but is now either ~~investment~~ or ~~consumption~~, has ~~inputs~~ and ~~outputs~~ (even ~~products~~), ~~stocks~~ which ~~depreciate~~ as well as ~~appreciate~~, and it is measured by ~~rates of return~~ or ~~return on investment~~, an approach that, at its logical conclusion, produces such offensive jargon as ~~overeducated graduates~~ and ~~monopoly producers~~."

Neoliberal WIL Models

Neoliberalism directly impacts WIL and its influence is obvious in educational literature from around the world. The Career Industry Council of Australia published a report in 2006, stating, ~~"Career development is the lifelong process of managing learning, work, leisure and transitions in order to move towards a personally determined and evolving future"~~ (Career Industry Council of Australia 2006, p. 38). And again in its final reports, it states, ~~"Workplace experiences where career development learning is effectively embedded provide benefits to the student, their educational institution, and the workplace. A critical success factor in the workplace experience being transformational for all parties is that the underpinning reflective practices are designed around career development learning."~~ In direct opposition to the Deweyan/Freieran social transformation orientation, these reflective practices are designed to help students

adapt themselves to the work environment. The report cites Moreland's (2005) description of work-related learning:

Work-related learning involves students learning about themselves and the world-of-work in order to empower them to enter and succeed in the world-of-work and their wider lives.

Work-related learning involves:

- learning about oneself;
- learning and practising skills and personal attributes of value in the world-of-work;
- experiencing the world-of-work in order to provide insights and learning into the world-of-work associated with one's university studies;
- experiencing and learning how to learn and manage oneself in a range of situations, including those found at work. (p. 4)

The report continues, ~~In~~ this description of work-related learning there is a higher-order theme of learning to learn." Developing such a metacognitive capacity in students enables them to consider how they learn and make sense of what they learn, and concomitantly optimises both how and what they learn through career development learning and work-integrated learning.

I use this extended quote to highlight the uncontested nature of this report's ~~learning to learn~~." While the report emphasises metacognition and higher order learning, these concepts are utilized in order to support the student adapting to the working world. Instead of social transformation, the student is to re-craft a self, an entrepreneurial self, to better suit the working environment. Adapting to the ~~world of work~~" is taken for granted as a self-evident good.

Coffield (2000) documents how the European Union also accepts life-long learning is a self-evident good instead of contested terrain between employers, unions and the state. He states, ~~Lifelong learning is being used to socialise workers to the escalating demands of employers, who use empowerment~~ to disguise an intensification of workloads via increased delegation; employability to make the historic retreat from the policy of full employment and periodic unemployment between jobs more acceptable; and flexibility to cover a variety of strategies to reduce costs which increase job insecurity." Such a critical approach exposes both the ~~fiction~~ that workers and management are on the same team," and ~~new~~ structures of power and control" introduced by flexibility, such as ~~the~~ discontinuous reinvention of institutions" (also see Sennett 1998, p. 47).

Danaher et al. (2007) challenges the concept of ~~learner-centredness~~" in the environment of increasingly ~~massified~~" educational systems. To counter this trend, he asserts the need for meaning emerging in practice that is fulfilling and productive. However, the definition of ~~productive~~" used here is focused on self-awareness, on interpersonal factors that obstruct positive outcomes. Exploring the integration of learning-

centredness in three distinct environments (marginalized pre-undergraduates, teacher education in math, and online postgraduates), this self-transformative learning was framed an outcome of, and a rationale for, a learner-centred approach to university study. Citing Cranton (1994, p. 4), he suggests transformative learning occurs when, “through critical self-reflection, an individual revises old or develops new assumptions, beliefs or ways of seeing the world.” Similarly, Eisen (2001, p. 405) views reflection as a means through which a convergence of learning process and product can be realised in the form of an effective, independent learner who can manage everyday affairs and operate informedly and productively in society. While focused on self-transformation, all these authors suggest a transformation that is geared towards helping the learner adjust to the status quo. This type of transformation is the key difference between adapting to the neoliberal order, uncritically accepting the status quo, and reproducing the social structure, or working toward social transformation by re-envisioning an alternative way of being.

Critiques of Neoliberalism

The articles and orientations in the section above leave unquestioned the inequitable social worlds within which these learners are taught to accept and manage. In this way students are turned into “human capital.” Human capital theory treats skills as a measurable attribute of individuals, but Jill Blackmore (1997) argues that skills are better viewed as a relational concept whose meaning shifts over time depending on, for example, the perceived status of particular tasks; the supply of and demand for skilled people; and the ability of the skilled to exclude others. In other words, skills are not neutral, technically defined categories but are socially constructed by, for example, trade unions negotiating higher pay rates for their male members, or employers redefining skill levels to reduce costs.

Davies (2005) warns that neoliberal regimes constrain education so that “we can no longer say it is the life of the intellect and of the imagination, a positioning from which the culture will draw both sustenance and critique, a positioning from which we can speak and be heard.” Neoliberalism changes the role of the university so it becomes an education provider, with student-customers, intakes and outputs. To counter this transformation, she suggests that education should interrogate social systems, that “it is a vital part of academic work, to understand the dominant and indifferent discourses through which inequalities of various kinds are put in place and held in place and to explore the means of disrupting them, overwriting them, of speaking a different kind of existence into being.” Not merely an intellectual exercise, Davies works with students to achieve this type of cultural disruption. “I have invited students to listen against the grain of those dominant and indifferent discourses through which they and we are constituted, to begin the very hard work of thinking how they, and we, might be otherwise” (Davies 2003). Her work is excellent at suggesting how educators can work with students, and themselves, to

achieve this kind of insight that goes beyond mere self-awareness, to an awareness of self with a social context. –Caught up in being neoliberal subjects who operate within the terms of dominant discourses does not suit academics very well. It runs counter to intellectual work. It places us in the impossible situation of existing in a context where what we know we should do is scoffed at as a romantic dream, a fantasy, an indulgence of the past.” She explores neoliberalism and its tenets through consumption, individual responsibility, value-drift, surveillance and autonomy, and then suggests both the implications and strategies for education.

Evans (2004) in *Killing Thinking: The Death of Universities* analyses the tensions between the educational agendas of neoliberal and critical theory approaches. While critiquing inspirations of the traditional –good society” based on nostalgic references to a non-existent past, she also explores the shift from this more collective world view to one based on economic structures and competition within the education marketplace. She critiques the UK’s Dearing Report of Higher Education:

The Dearing Report of Higher Education explicitly stated that universities had four functions: they should be a significant force in the regional economy, support research and consultancy and attract inward investment, provide new employment and meet labour market needs and foster entrepreneurship among students and staff. (p. 22)

She suggests that the Dearing Report imposed a –quasi-democratic ethos of collusion with the values of the market economy” on contemporary UK universities. Along with the umbrella principle that recipients of public money should be accountable to public scrutiny, she suggests the report also displays an explicit commitment to a particular form of public – a public which wholeheartedly endorsed the market. This embrace and promotion of the market by government leads to support of university research amenable to market forces. The results denote a turning away from the liberal idea that people could become –better” or –educated” through the study of certain authors or ideas, to the view that there is no necessary gain in the study of particular individuals or texts. She concludes that this leaves universities with a moral vacuum at the heart of their teaching in the humanities and to a certain extent, the social sciences.

Evans (2004) also suggests that the discourse which has been sidelined as a result and which must now be brought centre stage is the discourse of social justice and social cohesion. In order to counter –creeping vocationalism” in higher education, and to prevent WIL from becoming merely basic skills training, critical reflection is touted as the solution, allowing students to become aware of themselves, their socio-cultural location, and the larger historical, political and social issues entwined with their work sites. There is an increasing amount of research into developing students’ capacity for critical reflection in this sense (see for example Barnett 1997, 2004; Carson & Fisher 2006; Clegg 2000; Danaher et al. 2007; Jansen et

al. 2006; Madsen & Turnbull 2006; Phillips & Bond 2004; Yost et al. 2000). These authors suggest the discourse of social justice and social cohesion, previously sidelined, must now be brought centre stage.

Solutions

In a speech given by Elizabeth Coleman, President of Bennington College, delivered at the celebration of the college's 75th Anniversary in 2007, Coleman directly linked the discourse of social justice and social cohesion to educational agendas:

Civic consciousness and behaviour are formed at the intersection of study and engagement—reflection and action—and in public settings where difference and conflict are plentiful and treated as assets, instead of liabilities.

Significantly, a study of the development of this type of civic consciousness, to become an active citizen in this vein, was done by two recent European research projects on the life histories of active citizens—the ETGACE (2003) and its successor Re-ETGACE (2004). The reports showed that informal learning had more impact on these engaged citizens, with a rather minor role attributed to their formal education. When educational settings had any influence at all on developing these active citizens, it was mostly in non-formal, extra-curricular activities.

Formal education, however, is one of the key areas where space should be made to interrogate and critique neoliberal language. Indeed, Jansen et al. (2006) identifies social cohesion and integration as the ~~hot~~ topics” for political, academic and public debate over the past decades, and both are now reflected in educational initiatives. Jansen though questions the conceptualization and definitions of ~~cohesion~~,” seeing most programmes and initiatives as, again, means of adapting ~~others~~” into dominant and mainstream frameworks. The discourses surrounding the ~~hot~~ topics” of ~~social cohesion~~” fail to acknowledge a ~~politics~~ of difference,” by reproducing uncritically traditional assumptions about social integration and consensus. Jansen et al. apply theorists Durkheim, Giddens, and Beck to the concept of reciprocal social practices, highlighting the need for re-inventing the sense of discourse and discussion in public space. These authors suggest the rewriting of citizenship to include the ~~active citizen~~,” relating it to Delanty’s ~~cosmopolitan citizen~~” and Castell’s ~~project identity~~,” helping people engaged with others across borders of nationality, gender, race, etc. ~~Active~~ citizenship involves both critical engagement with existing political and social institutions as well as (re)production of common wants and needs in the interactions of the daily life world.” Included within his discussion is the need to activate learning, in teaching students not only why, but how to challenge social structures and connect with those beyond one’s own world.

Jerome Satterthwaite et al. (2004) in *The Disciplining of Education: New Languages of Power and Resistance*, critiques the discourses that help individuals adapt to social structural conditions that operate in opposition to their best interests. He suggests that education, combined with a therapeutic ethos, serves to lull us into complacency and is in this sense, dysfunctional. —Like the broader therapeutic ethos that sustains it, therapeutic pedagogy appears comforting and empowering. It also *seems* to resurrect lost voices in progressive and critical pedagogy. One implication of arguments in this chapter is that building people's self-esteem and exploring their identity suppress debates about what counts as useful curriculum context, or as empowering forms of learning for autonomy and equality, or about how communities can decide what types of education contribute to a meaningful life" (p. 132). Stressing the need to analyse the larger social structural determinants, to interrogate the individualization processes, he questions: —While notions of identity can explain new oppressions and inequalities, do the cultural conditions outlined in this chapter lead merely to circular introspection, just like therapy itself, without any material and social consequences? Can a therapeutic identity be a basis for combating inequality? Can a debate about the purposes of critical pedagogy be resurrected without merely reverting to old nostalgic ideas about social change?" (p. 133). Satterthwaite et al. warn that helping learners merely to reflect upon themselves as isolated individuals fails as an emancipatory strategy.

Evans (2004) in her book, *Killing Thinking* warns that neoliberalism is a discourse that —destroys social responsibility and critique, that invites a mindless, consumer-oriented individualism to flourish and kills off conscience" (p. 6). She also suggests that universities represent only one site where critical reflection and challenges to dominant discourses take place:

The history of intellectual life in the 20th Century demonstrates that many of the ideas that have had a transforming impact on our culture (for example feminism and psychoanalysis) have not come from universities but from outside them. Nevertheless, universities have allowed generations of students the space in which they can consider these ideas, not in terms of the difference which these ideas make to the world as a whole, but in terms of the difference these ideas make to other ideas. Ideally, what can be set in train by a university education is the ability to recognize the relationship between ideas, and how to evaluate them. (p. 45)

Jansen et al. (2006) also looks at education as one factor in social transformation:

Like any other public place, educational practices may contribute to the growth of active citizenship. In this respect, education cannot claim a privileged position over other practices in the public sphere, such as neighbourhood initiatives, union work, voluntary services, cultural manifestations or social activism. The issue at stake is how the formal, curricular content of education

may add *surplus value* to the informal and non-formal learning experiences for active citizenship taking place in various social practices. (p. 149)

Hill and Kumar's (2009) definition of critical awareness is "sensitivity towards and confidence and ability to challenge ecological and social injustice, a planetary consciousness rooted in an international global citizenship, and empowerment to act in defence of the oppressed, of other species and ecosystems." They state, "Students need to become aware of how neoliberal politics and capitalist structure encourages unfettered growth and an educational system which feeds, supports and reproduces both the production and consumption sides of an unsustainable economic system" (p. 34). They suggest that mere exposure to and celebration of subcultural diversity is not enough. He sees establishing a positive meta-narrative of social egalitarianism and justice as, in essence, conservative, for failing to challenge the economic, political, and social status quo, based as it is on "social class, racial and sexual and disability stratifications and exploitation including environmental exploitation and injustice which intersects with class and racial stratification in complex and structured ways" (p 41). The goal of critical reflection should be to locate the process in both local and global socio-economic and political contexts, while exploring the relations between them.

It is possible for students to adopt the function of intellectuals and to resist becoming mere managers of day-to-day activities... and to redefine their role within counter-hegemonic practice. They can, through their discourse and interventionary practice in the ideological and political determinants of schooling, promote empowerment, autonomy, and democracy. The goal is not to "tell the people what to think" but to enable them to think clearly - to provide them with the tools (critical literacy in the first instance) to engage in cultural action incorporating the exercise of critical (dialectical) consciousness aimed at social transformation. (p. 46)

Application of critical evaluation to work-based practice and experience is important. Theory can provide the analytical and conceptual apparatus for thinking about practice, while practice can provide the opportunity for testing and assimilation of theory. A learner's role becomes one of an intellectual instead of a mechanic or technician. In this sense intellectuals are necessary for the development of a critical, active, interrogating citizenry – thoughtful, questioning, perceptive as well as skilled – pursuing a democratic, anti-authoritarian, socially responsible and socially and economic just society.

Specific Solutions

Jansen et al. (2006) identified a number of concrete educational objectives that may enrich and add to citizenship learning. This type of emancipatory citizenship education embeds social justice and emancipatory education objectives in different forms, including training courses or counselling.

Whatever the form, the orientation systematically challenges experiences within the learner's world, questioning implied assumptions and hurdles to developing active citizenship competencies. Importantly, he suggests linking formal education to genuine practices, substituting abstract lessons *about* citizenship by stimulating the learner to participate and critically reflect experiences *in* concrete practices of active citizenship, is key.

Hill and Kumar (2009) suggest students also provide critical, reflective and transformational strategies. They want learners to be enabled to question, critique, judge and evaluate ~~what is,~~ ~~what effect it has,~~ and ~~why~~ and to be concerned and informed about equality and economy, environment, and social justice – in their life both within the classroom walls and beyond the course. Their book gives a good overview of what questions teachers should ask of their students to achieve insights into social transformations. They provide good formulaic questions for evaluating texts and ideas:

Viewpoint: From whose viewpoint are we hearing this? Who is speaking? Would this look different if he/she were in another gender/race/place/time?

Evidence: How do we know what we know? What evidence will be acceptable? How credible will such evidence appear to others? What rules of evidence are appropriate to different tasks?

Connections and patterns: How are things connected together? Have we ever encountered this before? Is there a discernable pattern here? What came first? Is there a clear cause and effect? Is this a ~~law~~ or causality, a probability or a mere correlation?

Conjecture: What if things had been different?

Who cares? Does it matter? And to whom? Is it of mere ~~academic~~ interest or might it lead to significant changes in the way we see the world and the world sees us? (p. 77)

Coffield (1999) identifies ten key problems with the simplistic investment in ~~life-long learning~~ and treats the concept as a contested terrain. He also questions that if the thesis is so poor, why is it so popular? He then presents alternative visions of the learning society and of life-long learning, including a sceptical version of life-long learning as a form of social control. He offers some possible ways forward.

Barnett (1997) is one educator in the critical theory tradition who tackles this issue through an exploration of the concept of criticality, positing the concept of critical being as central to higher education. He identified four levels of criticality, ranging from ~~narrow~~ operational skills to transformational critique" (p. 102) and three domains of criticality—knowledge, self, and world—in which critical being can be practiced. Corresponding to each domain are the skills of critical reason, critical self-reflection, and critical action that, when integrated, produce a ~~critical being~~. Although critical

self-reflection focuses on personal transformation, it is not until this is integrated with critical action focused on social transformation that full criticality is realized.

Holly (1997) and Moon (2004) advocate student journals and the recording of student's experiences and reflections, which then form the basis of their self- *and* socially-reflexive reports. Writers such as McNiff (1993), Boud (2001), Hiemstra (2001), and Cunliffe (2004) identify how the process of writing serves to enrich student learning. Writing, provided it is private to the writer, can lead to significant insights as unmediated experience is translated to learning. That learning however needs to go beyond mere self-reflection into the social contexts, power relationships and criteria for social justice.

Billett's work (2001; 2008a; 2008b) focuses on the relationships between the personal and the political and how the personal and the political work toward developing an individual's learning and remaking of culture. By consciously mobilizing storylines that acknowledge *and* exceed neoliberal presuppositions of economic rationality, the personal, as political, contributes to a broader project of imagining a post-neoliberal future (Walker-Gibbs 2008).

Work-Integrated-Learning

Within this context, there are high levels of interest in WIL as a major driver within universities, viewing WIL as both a part of critical pedagogy and a means to meet industry demand for work-ready graduates. It also addresses student demand for employable knowledge and skills. There has been a plethora of literature supporting the need to meet industry demands in terms of career entry, with WIL enhancing career identity (Weston 1986), career planning (Super 1990), professional skills and knowledge (Curtis & McKenzie 2001), and career decisions (Hackett et al. 1992). Involvement in co-op type programmes also has been demonstrated to positively influence graduates' short-term career progress, including the level of job responsibility they achieve (Gardner & Motschenbacher 1997), their involvement in decision-making activities (Blustein et al. 1989), salary levels (Gardner et al. 1992), maturity and independence of thought and action, a sense of identity, motivation and self-confidence, academic achievement, and clarity about goals (Wilson 1987). All of this literature however tends to accept the work environment as an assumed good, without attempting to interrogate the social transformation necessary to achieve Dewey's or Freire's emancipatory objectives.

According to Richard Coll et al. (2009), a key aspect of WIL is the notion that it entails the *integration of knowledge* and skills gained in the educational institution and in the workplace. It is the integration aspect of WIL that distinguishes it from mere workplace learning (i.e., what a student or employee learns in the workplace, Boud & Falchikov 2006).

Coll cites Eames (2003) who identifies a rich literature on the success of WIL programs, but that research is almost entirely concerned with what Eames terms “operational outcomes,” such as benefits for students (Dressler & Keeling 2004), employers (Braunstein & Loken 2004), and HEIs (Weisz & Chapman 2004). This literature focuses on the comparisons of conventional graduates with WIL participants, documenting how WIL students gain employment more easily, fit in better in the workplace, advance more rapidly in their careers, and so on (Dressler & Keeling 2004). Coll suggests there is little analysis into what WIL students learn, how they learn, whom they learn from (Eames & Bell 2005), and how the learning might be better facilitated and supported.

While Coll’s research focuses on students’ knowledge acquisition, David Hill’s research (2008) demonstrates how students’ preparation for the world of work is as much ideological as it is technical. Through WIL, most students are trained to be good workers, developing the habitus and identify for work under capitalism. The pedagogical benefits of work-based experiences thus depend largely on the extent to which students reflect on them and the extent to which they take understandings derived from an academic context and relate these to work-challenges which are both epistemological and pedagogical (Hill 2008, p. 66).

There are a few authors who promote critical thinking and WIL and advocate for a critical pedagogy that is also “in the world.” Billett (2008a) for example suggests there needs to be more than the mere rehearsal of existing critical perspectives. Instead he proposes the need to understand how these critical pedagogies can be positioned productively, for the purposes of learners as well as the community. His perspective is that of a learning theorist whose work focuses on understanding the relations between: the personal and social contributions to the individual’s development; the remaking of culture; the development of culturally-derived occupational knowledge; and larger curriculum perspectives emphasizing learning through practice:

Developing and guiding the exercise of personal epistemologies, becomes an important educational priority as others have long argued, albeit in different forms (Brookfield, 1995; Marsick, 2009; Mezirow, 1990; Simon, et al. 1991). Indeed, learners actively remake the socially-derived cultural practices in which they engage (e.g. Giddens, 1991). However, a key role for educators is to guide this criticality so that it is directed in productive ways rather than leading to disillusionment from confronting or uneasy experiences in work places. (p. 42)

Billett also suggests that it is overly presumptuous to believe that this criticality is something which only educators and educational institutions can impart. Clearly, critical insights arise through experiences outside of educational institutions and processes. Wherever the opportunity arises, there is a need to explicitly provide critical and strategic insights and prepare learners to use these insights. But, beyond what educators intend

and enact, learners are likely to be necessarily engaged in critical thinking as they are faced with problematic and critical circumstances such as applying what they have learned through participation educational programmes into practices and settings which are quite distinct from those in which they have learnt about them.

In this sense, Billett suggests practice-based experiences should not be seen as being opportune, or as a side issue, but brought centre stage within critical educational provisions. Indeed, the expectation for all professions today is for them, as practitioners, to be self-directed learners who maintain the currency of their professional practice. Ignoring for the moment the critical theory of life-long learning as evidence of suiting individuals to meet the needs of the economy, Billett's point here is that, the very qualities required to be an effective student in higher education – a pro-active and agentic learner – are those required for effective professional practice. In essence, the agentic qualities of learners are essential for effective professional practice and rich learning. Consequently, more than attempting to organise experiences for students in educational institutions and workplace settings, there is a need to focus on preparing students as agentic learners, as part of their initial professional preparation. Questions arise though as to how well this type of reflection prepares students to be active in social transformation.

In this vein, Smith et al. (2007) designed modules that required students to reflect on their experiences and to use both reflection-in-action and reflection-on-action. Reflection-in-action occurs during the experience and involves making sense of the experience while it is happening. Reflection-on-action occurs when students think about their experiences, analyse them and produce personal theories (Beard & Wilson 2002, p. 197). Smith et al. states this dual reflection encourages deep learning where the student attempts to make sense of what is to be learnt (Walker-Gibbs 2008, p. 2). –The modules asked the students to transfer their formal knowledge, gained through their experiences on the course and on the WBE modules, combined with their non-formal learning and personal experiences, to the workplace. Then, through the process of reflection, the students were expected to transfer their knowledge back into their degrees.” Smith et al. summarises his pedagogical priorities:

- developing capacity for critical analysis;
- linking social theory/social policy discourse and work/organisational experience;
- giving students an opportunity to use their existing paid/voluntary work or unpaid care work for academic purposes, or to acquire work experience;
- assisting students to manage their own learning;
- providing a flexible mode of studying;
- devising an assessment strategy that encourages students to reflect actively upon learning;
- contributing to student employability and –graduateness.”

All the authors above suggest a re-conceptualisation of the worth and appropriateness of practice-based experiences. Critically-enhanced practice-based experiences need to be more fully understood, legitimised and promoted through a clearly articulated and validated set of theoretical, pedagogic, curriculum and epistemological bases. This version of learning excellence emphasizes the importance of the development of individuals who can become good citizens in society, which also directly impacts on the professions. Entwinning social justice perspectives with WIL reorients the face of higher education from mere training and employability to engaged active citizens and professionals. Beyond WIL directly addressing students as employable subjects in the future, WIL has the potential to invite them to reflect on themselves as they engage in the process of becoming active citizens. Thus the long term objective is to create learners with occupational knowledge, grounded within a robust and critical theoretical perspective, an active citizenry engaged in meaningful dialogue about social justice issues, using their education as an aspect of anti-capitalist transformation (Rikowski 2007).

Current and Future Research Topics

Jerome Satterthwaite et al. (2004) in *The Disciplining Of Education: New Languages Of Power And Resistance*, suggests that since we are already immersed within “academic capitalism,” since we have all already adapted to this new regime, we now need to specifically question the extent to which educators can promote critical work within such a milieu. “Given the Faustian bargain of the federal and corporate embrace, how can the work of education challenge the categories that organise existence?” To answer this loaded question, he suggests the use of Foucault: “An analysis of policy as a technology of governmentality, contrary to the view of those who see Foucault as a pessimist and determinist, it is very much about how understandings such processes might raise possibilities for doing otherwise.” Through this analysis, the perpetual principles of dissatisfaction call into question assumed knowledges, connecting praxis to an unmasking of the current inequities, and thus leading to and ultimately generating transformative possibilities. He suggests the application of Foucault and the concept of governmentality expands the ability to understand and change the neoliberal world.

Satterthwaite et al. (2004) interviewed academic staff members about the sorts of language they used to express their thought processes in designing, delivering and assessing modules. Specifically he focused on the metaphor of learning as a “journey” in order to examine the understandings and attendant possibilities which the metaphor promotes and silences. The aim was to examine in more detail the origins and implications of this metaphor in constructing stories about learning and the learner. He demonstrates how the journey metaphor, and similarly “pathways” and “routes” metaphors, conceptualises learners as individual travellers who are continually making choices about pace, direction and destination.

[The journey metaphor] provides a discursive context in which related ideas such as ladders of learning, routes for success, or pathways to opportunity are easily assimilated, and in which policy developments such as credit accumulation and transfer, targets and learning outcomes are readily understood. Each refers to the progressive and cumulative nature of the journey, in which arrival at certain pre-determined staging posts is recognised through qualifications or portfolio entries. (p. 176)

Journey metaphors fit well within current neoliberal policy imperatives, in particular the requirement to identify, measure and assess all forms of learning at the level of individual achievement. It forms part of the economic rationale for investing public money in life-long learning, based on the logic that it will eventually yield results in terms of economic productivity and global competitive advantage. Similar to the critique of life-long learning, the journey metaphor is also a form of social control, helping individuals adapt to an exploitive environment. The dominant paradigm in education and training treats learning as a self-conscious, deliberate, goal-driven process which is planned and organised by “providers” to yield outcomes that are easily described and measured.

Education is charged with developing the knowledge workers of the future. In this case, education plays a key role in developing the human, and in some cases, social capital required by the economy. The former refers to the individual’s expertise, skills and knowledge, whereas the latter refers to the social networks and patterns of trust relations within which the individual is located. The need to develop social capital is in part reflected by the increasing emphasis placed in education upon the development of key skills or those related to enterprise, both of which carry a significant social weight. This can be seen in the high levels of social skill associated with problems solving, team work or indeed creativity, and the resulting social skills whose development is thought to contribute towards economic competitiveness. (Satterthwaite et al. 2004, p. 71)

Workers who conceptualise themselves as life-long learners and as being on a learning journey through the non-stop acquisition of skills and knowledge, create themselves as the “entrepreneur subjects,” as “value-added products.” Their manipulation of vocational knowledge becomes pivotal to attaining competitive advantage in the economic marketplace. It

is through the continuous acquisition of a range of transferable and intellectual skills that the worker will be enabled to keep pace with the rapidity of social and economic change, thus enhancing his/her competitive advantage. For future research on this topic, Satterthwaite et al. suggests that metaphors are both powerful in their effects and extensive in their reach. It follows that by changing the metaphor we would expect to see profound changes in who we are, our understanding about the processes of teaching, learning and working, and that these in turn would have fundamental implications for the way we organize our lives.

McCarthy et al. (2009) identifies the need to foster the conditions for widening access for those severely disadvantaged by the current educational and policy formulas and who are being shunted around from bad educational options to worse ones. Educational discourses and practices need to be reconnected to a progressive emancipatory project based upon solidarity and social justice. He suggests that more research is needed to challenge the neoliberal hegemony and its moral and cultural leadership. Similar to Satterthwaite et al. (2004), McCarthy suggests we examine the relationship to what Foucault defines as “governmentality” or the regulation of conduct of populations through systems of administration and self-management of everyday life. This type of research will help to better understand and act against the specific impact of current political, cultural, and economic forces on education.

Bansel’s (2007) project is key for exploring how neoliberalism as a discourse is articulated in the life-histories of today’s and tomorrow’s workers. By asking the interviewees to tell the story of their working lives, he invites them to mobilize the narratives and discourses through which those lives are made. Bansel’s methodology, like Higgins and Nairn’s methodology (discussed below), taps into what Rose (1999) calls the project of self-realization. Through the interviews he makes visible and analysable “the practices through which the identity of this responsabilized individual is articulated in terms of the individual crafting of self within a personal biography.” Bansel’s analysis shows how the rational subject of choice so central to neoliberalism’s project of clearly defined and predictable outcomes depends on a gross oversimplification of the ideal of free choice, a freedom that frequently dissolves into a failure of the self to adequately take up the burdens of being the appropriate(d) subject of individualism and responsabilization. Bansel demonstrates the effects of the social and emotional sphere as it is shaped in the context of work and as it is lived by each worker/subject.

New Zealand Applications

Although neoliberal discourses convey a sense that anyone can gain positional advantage in the education marketplace if they “try hard enough,” Lauder and Hughes (1999) have shown that such advantage is only available to particular groups: in New Zealand it is the middle-class

and Pakeha (Nash 1999). Jane Higgins and Karen Nairn (2006) focus specifically on the New Zealand context and the adaptation of the nation's education system to neoliberal changes. They interviewed one hundred Kiwi students making the transition from secondary to post-secondary education, illustrating the student's sense of agency within and resistance to neoliberal ideals. They portray the current neoliberal discourse's conceptualisation of young people as having a "skills deficit," and the educational policies developed around that perceived deficit geared toward adapting students to the labour market. The perception of student deficits combines in important ways to construct a particular perception of risk by participants. For example, the "user pays" model of education and training contained within the youth transition infrastructure makes young people and their families bearers of the financial risks involved in making a "bad" post-school choice or in not succeeding in the option chosen. Higgins and Nairn's analysis is thus an investigation of the tensions between discourse determinism and subject resistance, focusing on the extended linear policy model of youth transition and the job-shopping expectations that accompany that transition, together with the participants' sense of constructing an elective biography through active choice and agency.

Higgins and Nairn specifically investigate the changes within the New Zealand economy and social structure and their ramifications for the country's students. Considering neoliberalism as a key form of a disciplining regime of power, this article specifically analyses five in-depth interviews with New Zealand students, highlighting the complexity of neoliberalism as it meshes with other discourses beyond those of the knowledge economy and cultural economy. "The relationship between these identities is such that attaining a successful learner identity is a necessary *and also sufficient* condition for achieving a successful worker identity: hard work will pay and qualifications can be translated directly into labour market power."

New Zealand has its own association of cooperative education – NZACE. [Their website states](#) "NZACE is a non-profit organisation that promotes cooperative education to education providers, business and industry and government in New Zealand." Each year they publish their conference proceedings, which is another resource for those interested in researching the tensions between critical pedagogy and WIL.

However, more research is needed both internationally and locally to demonstrate the effective application of critical theory with Work-Integrated-Learning. The research is necessary to document productive and resistant praxis to encounter the over-determined effects of neoliberal agendas in education.

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Project Title: *BioWeapons Monitor 2011*

Bachelor of Arts Internship



Company/Organization: Verification Research, Training and Information Centre (VERTIC)

Intern Position Title: Research Assistant, *BioWeapons Monitor 2011*

Organisation Supervisor: Angela Woodward, Programme Director, VERTIC

Academic Supervisor: Angela Woodward, Lecturer (part-time), Political Science, University of Canterbury

Project Reference Number: S111/VERTIC/10/T

Application Deadline: 10 February, 5 pm

Would you like to:

- Apply your research skills to a real world project that influences policymaking in governments around the world?
- Write for a publication that will be launched at a major international conference in Geneva, Switzerland this December?
- Intern with a well-respected policy think-tank?

The *BioWeapons Monitor* is an initiative of the BioWeapons Prevention Project (BWPP). It aims to increase the transparency of States' compliance with the 1972 Biological Weapons Convention (BWC).

The *BioWeapons Monitor 2011* will be launched at a side event of the BWC Seventh Review Conference being held in Geneva, Switzerland during 5-22 December 2011. It will be distributed to all BWC States Parties and Signatory States. The project partners will also initiate extensive coverage in the specialized arms control press and seek coverage in the general press. <http://www.bwpp.org/bwpp.html>

The *BioWeapons Monitor* is not a technical verification system, but an effort of civil society to hold governments accountable for their obligations to eliminate biological weapons permanently and to prevent their re-emergence. It is meant to complement BWC States Parties' reporting requirements under the BWC confidence-building measures (CBMs).

Angela Woodward is a board member of the BioWeapons Prevention Project, which oversees production of the *BioWeapons Monitor*, and she provided research support for the inaugural edition of the *BioWeapons Monitor* in 2010 (available online at <http://www.bwpp.org/documents/BWM-2010-2011-2012/EB.pdf>).

Project Description:

For the *BioWeapons Monitor 2011* edition, in-country researchers will collect and analyse information and prepare the country case studies. The Research Assistant will provide research support and prepare draft text for at least three research topics to be chosen from the list below. If there is no in-country researcher, the Research Assistant may instead be tasked with preparing a country case study themselves. The *BioWeapons Monitor* relies on open-source information from government departments, research institutions, industry, scientific societies and other entities. Such a wide range of sources helps to ensure fulfilment of the project's goals (transparency, accountability, confidence-building). Actual and potential sources of research information will be provided.

The *BioWeapons Monitor 2011* will collect data on the following research topics:

- Status of the BWC and the 1926 Geneva Protocol: the national contact point for biological weapons issues, and general policy on biological arms control;
- Status of the life-science and biotechnology industry landscape;
- Biodefence activities and facilities;

- Maximum and high biological safety level (Bio-security Level 3 and Bio-security level 4) facilities and their activities;
- Work on smallpox and on other eradicated or extinct diseases;
- Other dual-use research of immediate misuse potential;
- Vaccine production facilities;
- Outbreaks of particularly dangerous and rare diseases (anthrax, botulism, plague, smallpox, tularaemia, and viral haemorrhagic fevers);
- Suspicious disease outbreaks;
- Relevant national laws, regulations and guidelines;
- Codes of conduct, education and awareness-raising within the scientific community;
- CBM participation;
- Involvement in BWC meetings in Geneva; and
- Post-1972 biological weapons activities and accusations.

The *BioWeapons Monitor* 2011 aims to cover as many as possible of the following 20 countries:

- The world's top five biotech countries—France, Germany, Japan, United Kingdom and USA;
- The top biotech country in the geographical sub-regions of the world as defined by the United Nations—Australia, Brazil, Cuba, Egypt, Germany, India, Israel, Italy, Japan, Kenya, Mexico, Nigeria, Russia, Singapore, South Africa, United Kingdom and USA; and
- BioWeapons Monitor 2011 funder states—Germany, Norway and Switzerland

While the successful applicant will be an intern of the Verification Research, Training and Information Centre, he or she will complete their internship using facilities at the University of Canterbury. VERTIC internships are considered very prestigious in the international arms control and disarmament community. Many of our interns have moved into employment after their VERTIC internship, for example with the RAND Corporation, the Irish Ministry of Foreign Affairs and the International Institute for Strategic Studies.

Responsibilities:

- Collate and analyse information from open-sources on selected research topics from the list above;
- Draft text for the BioWeapons Monitor 2011, using the 2010 edition as a model;
- Liaise with in-country researchers and editor about your analysis and draft text;
- Assist in proof-reading and fact-checking draft country case studies;
- Research contact details for journalists to whom the project can publicize the Monitor's findings; and
- Other research and administrative tasks on the Monitor that may be assigned

Necessary Qualifications:

Major/Minors(s): Any BA subject major/minor

Preferred Courses: Any POLS course; any SOCI course; any BIOL course; any course requiring independent research and analysis.

Computer knowledge: Good computer literacy required (Outlook, Word, Excel, PowerPoint), excellent internet research skills.

Other skills, competencies, knowledge needed/preferred:

- A demonstrated interest in international relations (essential);
- Self-motivation and self-discipline in conducting research (essential);
- Excellent communication skills (written/oral) (essential);

- Fluency in English language (comprehension and writing) (essential);
- Proficiency in any other languages, especially Arabic, Italian, Portuguese, Russian, Japanese and Spanish (desirable);
- Good knowledge of international relations (desirable); and
- Good understanding of biology (desirable).

How are the 150 hours to be completed:

10 hours per week over 15 weeks

Monday, 28 February to Friday, 10 June 2011

Start Date: Monday, 21 February

Site Start Date: Thursday, 24 February (meeting with Angela Woodward)

Milestones:

- Complete draft text on one *Monitor* research topic for 5 countries
Due Friday, 25 March (four weeks)
- Complete draft text on a second *Monitor* research topic for 5 countries
Due Friday, 22 April (four weeks)
- Complete draft text on a third *Monitor* research topic for 5 countries.
Due Friday, 20 May (four weeks)
- Complete a proof-reading and fact-checking review of at least one draft country case study (showing changes and comments in track changes)
Due Friday, 3 June (two weeks)
- Complete a list of press contacts.
Due Friday, 10 June (one week)

Learning Outcomes:

- Understanding of the roles that non-governmental organizations play in international relations, especially in arms control politics.
- Recognition of the practical operation of a multilateral treaty and the key actors involved (States, the United Nations, other international organizations, NGOs, academia, industry)
- Comprehend the complexities involved in regulating dual-use biological agents/toxins, material, equipment and knowledge
- Further an interest in the politics of biology
- Experience working successfully on a collaborative international project.

Special Notes:

Information about the Verification Research, Training and Information Centre (VERTIC) is available at www.vertic.org

Information about the Biological Weapons Convention (BWC) is available at www.un.org/disarmament/bwc/

Information about the BioWeapons Prevention Project (BWPP) is available at www.bwpp.org

The BioWeapons Monitor 2010 is available at http://www.bwpp.org/documents/BWMS2010/01_20WEB.pdf

Applicants should demonstrate a good understanding of the work of VERTIC and the BWPP, and of the BioWeapons Monitor initiative, in their cover letter and describe their motivation for undertaking this internship.

Direct cover letters to Angela Woodward.

**Project Title: Social Impact Assessment
of Café 101**

Bachelor of Arts Internship

Company/Organization: Café 101
Intern Position Title: Social Impact Assessor
Organisation Supervisor: Chris Stephenson
Academic Supervisor: Colin Goodrich
Project Reference Number: S111/Café101/3/P

Application Deadline: 31 January, 2011

Café 101 was established at the University of Canterbury in 1998, with Reboot beginning in the Erskine building in 2000. Café 101 and Reboot are a privately owned business serving University students, staff and visitors. They provide a wide variety of food options with an emphasis on healthy choices.

Project Description:

In an environment of large corporations supplying mass-produced foods for places like the student residency halls, Café 101 and Reboot are points of difference. The owner of Café 101 and Reboot is required to renew her lease with the University in three years. In preparation for the review, the owner requires a report examining issues of place, sense of place, identity and community inherent in Café 101 and Reboot, and how these are negotiated and articulated in the context the University of Canterbury. Assuming an advocacy role, the intern will produce a small scale social impact assessment that evaluates and socially situates Café 101 and Reboot, providing evidence that can be used in the owner's review.

Responsibilities:

1. Read the appropriate literature as directed.
2. Understand and document the differences between the Student's Association owned food outlets and Café 101 and Reboot.
3. Identify the key stakeholders (including selected Café 101 and Reboot customers).
4. Establish the main issues in relation to the project.
5. Conduct 'interviews' with stakeholders as approved.

The 'interviews' will focus upon points of difference between the Student's Association owned outlets and Café 101 and Reboot. The

Bachelor of Arts Internship Project

Company/Organization: **Canterbury Museum**

Project Title: **Antarctic Collection**

Project Reference Number: **S210/CM/3/P**

Intern Position Title: **Object History Researcher**

Organisation Supervisor: **Natalie Cadenhead**

Academic Supervisor: **Dr. Alison Griffith**



Canterbury Museum is a major New Zealand institution of international repute. Visited by over 500,000 people each year, it is one of our most treasured places. Our Museum houses over 100,000 collection items to tell the story of Canterbury. The collection has engaged and delighted visitors from all over the world for more than 130 years.

The internship projects are designed to handle original objects and add real value to the stories that we are able to tell. As the Museum heads through a major redevelopment, there may also be the opportunity for the project results to contribute to the enhanced displays.

Project Description:

The project is research based and will focus on objects relating to one Antarctic expedition of the intern's choice between 1897-1930. Each object will be fully described and catalogued by the intern, who will need to address storage needs and research the object in order to confirm its origin (provenance), history, use (i.e. how was it used, who would have used it), the importance of the object to the expedition's success or survival and similar issues. The research on each object will be written up and added into the database record. It is anticipated that approximately 3-8 objects will be completed during the internship, but the exact number will be negotiated as the research is completed. More objects can be researched if time allows. Depending on results there is also the potential for publishing of results through the *Antarctic Journal*, the journal of the New Zealand Antarctic Society, of the newsletter of the Society and the journal website.

Responsibilities:

The successful student must first pass a security check and then be willing to participate in Canterbury Museum object handling training, training in the use of the Museum's Varro database as well as any other work-based training that may be required.

1. Conduct bibliographic research on objects- searching, identifying and verifying records.
2. Write up the descriptions/catalogs of objects- length of record to vary depending on results of research. Minimum 500 words each.
3. Summarise description of each object for database (150 words).
4. In consultation with editor and compiler, write a 750 word article on an object for the popular audience of the *Antarctic Journal*.
5. Make a final presentation to museum curators and general manager.

Necessary Qualifications:

Major/Minor(s):

All subjects within the B.A., especially History and Anthropology. Those interested in working with artefacts (e.g. in Art History or Classics) may also apply.

Preferred Courses:

ANT102, another job 1 & 105, HIST206 or ANTH200.

Computer knowledge:

Knowledge of Microsoft Office Work programmes.

Other skills, competencies, knowledge needed/preferred:

- Good communication skills
- Ability to take initiative
- Ability to work independently and in a team
- Good typing skills
- Good time management skills
- Research capabilities
- Enjoys deciphering and reading handwriting/working with primary documents

Application Deadline:

Friday, 11 June 2010 3:00 pm

How are the 150 hours to be completed:

The 1/2 day a week with curator is flexible. Students will also need to conduct independent research in the Museum's archives and Manuscript Collections (at least another 1/2 day per week).

Start Date: 12 July 2010 (Second Semester)

Site Start Date: 12 July 2010 for induction on security training, object handling, etc.

Milestones:

- Monthly progress meetings with curator and academic adviser to evaluate next steps in research
- Meeting with rest of Interns to discuss project to date
- Thirty-minute final presentation giving an overview of project discoveries plus in-depth focus on one object

Learning Outcomes:

By the end of the course, students will be able to

- Have a basic understanding of Museum processes
- Become more proficient in conducting research among primary sources related to historical objects in the Museum collection.
- Become more proficient in succinct, synthetic description of artefacts
- Recognise, analyse and apply knowledge(s) within B.A. to an organisational environment.
- Evaluate the structures and processes that organise practices and conditions in the community and business world

Special Notes:

1. Please inform your referees that they should address your ability to work independently and should also address the skills and competencies listed above
2. Selected candidate must go through security check.
3. Intern will be given copies of the *Antarctic Journal* for review

Project Title: Tertiary Women's Perceptions of Midwifery

Bachelor of Arts Internship

Company/Organization: College of Midwifery

Intern Position Title: Researcher

Organisation Supervisor: Karen Gulliland

Academic Supervisor: Dr Tina Vares

Project Reference Number: S111/COF/5/P

Application Deadline: 11 February 2011

With over 2900 members, the New Zealand College of Midwives (NZCOM) is the professional organisation and recognised 'voice' for midwives in New Zealand. The College sets and actively promotes the high standards for midwifery practice in New Zealand, and assists midwives achieving these standards through involvement in midwifery education and the Midwifery Standards Review process. The College also represents midwifery and women's health interests to government, health organisations, community groups and the general public.

Project Description:

To help inform the New Zealand College of Midwifery's public education initiative, the College would like a report on the current image of midwives among tertiary women. The intern will run two focus groups on the topic. After transcribing and analysing the discussions, the intern will present the thematic results of the focus groups in both a written and oral report that can be of practical use to the NZCOM.

Responsibilities:

- In consultation with the academic and art advisor, the intern will develop the discussion questions.
- With guidance from the academic adviser, the intern will recruit 8-10 women per group. Two groups maximum.
- With guidance from academic adviser, the intern will conduct the group discussions.
- Intern will transcribe the discussions.
- Intern will analyse and generate a thematic paper, and present it orally and in writing to the College.

Necessary Qualifications:

Major/Minor(s): All subjects within the B.A. especially those that deal with qualitative analysis.

Preferred Courses:

- Any courses that have explored issues around health, gender, sexuality, identity and/or about minorities.

Computer knowledge: Word, PowerPoint

Other skills, competencies, knowledge needed/preferred:

- Good typing skills for transcribing focus group recordings
- Good communication skills
- Able to work independently
- Ability to take initiative
- Ability to work independently and in a team

How are the 150 hours to be completed:

Based on intern's schedule.

Start Date: 21 February 2011

Site Start Date: 21 February 2011

Milestones:

21 Feb- 12 March¹ 3 weeks:

- Within Academic Adviser: Up skilling on how to run focus groups
- With Site and Academic Adviser: Create questions
- Recruit participants

14 March – End of March: Run 2 focus groups

Beginning April – 30 April: Transcription at College of Midwives (term break)

2 May – 20 May: Thematic analysis

23 May: Draft Report to College

3 June: Final Report Due

Learning Outcomes:

By the end of the course, students will be able to:

- Recognise, analyse and apply knowledge within B.A. to an organisational environment.
- Evaluate the structures and processes that organise practices and conditions in the community and business world.
- Make connections between individual lives and broader social contexts
- Illustrate an appreciation of ethical issues in qualitative research
- Demonstrate knowledge of and experience in of the use of focus groups as a methodology
- Analyse transcript data using a thematic analytic approach
- Write and present a summary report to an organisation

Special Notes:

- In your application, please identify any experience in leading a discussion within courses or with other groups.
- Before interviews, selected candidates should read, 'The Midwifery Partnership: A Model for Practice'. The booklet will be available from Gwen Standing, the Internship Administrator, after notification of interview selection.

Bachelor of Arts Internship Project

Company/Organization: **Eating Awareness Team**
Project Title: **Evaluation of Connections in Mental Health Sector**

Project Reference Number: **S210/EAT/5/NP**

Intern Position Title: **Researcher**

Company Supervisor: **Ms. Kate Yeoman**

Academic Supervisor: **Dr. Anne Scott**



Project Description:

The Eating Awareness Team is a Christchurch-based NGO that provides support/counselling, information and education services for individuals with eating and body image difficulties and their families and friends. The agency also provides community education services and training and support to other professionals.

As part of the agency's professional practice and self-monitoring activities it needs to conduct evaluations of its services, which includes obtaining feedback from its clients and other mental health sector professionals. Using the information gathered from the agency's anonymous online surveys, the intern will develop follow up qualitative interviews with the mental health professionals working with the agency. The interviews will be specifically designed to give feedback on the agency's service. Based on the information gathered, the intern will write a report that evaluates the agency's connections with mental health professionals. The intern will also present a summary of that report to the agency.

Responsibilities:

- Understanding organisation's mission statement; read, evaluate and analyse agency's evaluation policies
- Based on understanding of organisation, its survey results, and in consultation with agency, develop qualitative interview questions
- Organise and conduct 8 to 10 half hour interviews with mental health professionals associated with agency
- Transcribe interview audio-tapes
- Draft a report detailing effectiveness of agency based on survey and interviews:
 - Provide detailed evidence of professionals' satisfactions
 - Provide suggestions for areas of development based on professionals' responses
- Present written and oral report to agency

Necessary Qualifications:

Major/Minors(s) All majors within the Bachelor of Arts, especially those interested in working with not-for-profits.

Project Title: NZMEA's Use of Social Media

Bachelor of Arts (Interships)

Company/Organization: **NZMEA**

Intern Position Title: **Communication Consultant**

Organisation Supervisor: **John Walley, CEO**

Academic Supervisor: **Dr. Donald Matheson**

Project Reference Number:

NZMEA is the New Zealand Manufacturers and Exporters Association formed in August 2007 by the merger of the Canterbury Manufacturers Association and the New Zealand Engineers Federation. <http://www.nzmea.org.nz/>

Project Description:

NZMEA uses a range of digital media in carrying out its role of supporting manufacturing and exporting in New Zealand. It would like a review of these media. Specifically, NZMEA is looking for a review of their existing communications strategy including its traditional and on-line media. This is not a technology-focused analysis. The project is about meeting the information, networking and lobbying needs of the sector, and for these reasons would suit an intern with a B.A. background.

Responsibilities:

From a Media and Communication perspective, the intern will review the organisation's external digital communication, including its use of social media. After this review, the intern will produce a report that will validate or suggest changes to the effectiveness of the communication objectives. The intern will reaffirm and/or critique the organisation's current communication strategies, articulating and justifying her or his perspective by drawing on current research to support the suggested conclusions.

Necessary Qualifications:

Major/Minors(s): All majors within the Bachelor of Arts, especially those in Media and Communication

Preferred Courses: none required, but any of these would prepare students well:

- News in a Digital World (COMS222)
- Technologies and Practices of Everyday Life (SOCI246)
- I ♥ Facebook: Media and the Culture of Everyday Life (GULT110)

Computer knowledge:

General level of Excel, Powerpoint, Word

Experience, personal use of social media for example – linked in, Facebook, Twitter, RSS feeds, ...
Database, web design or other technical skills not needed.

Other skills, competencies, knowledge needed/preferred:
Demonstration of good communication skills

Application Deadline: Monday, 31 January 2011

Please have application to College of Arts Internship Drop Box by 1:00pm

How are the 150 hours to be completed: Based on intern's own schedule.

Start Date: 21 February

Site Start Date: Week of 7 March

Milestones:

Meetings at 10hrs with Site and Academic Supervisors:
Intern to have scoped organisation's current web-based technologies and report overview of findings
Suggest way forward
Monthly meetings (or more frequently if required) with CEO on progress and problems
Meeting with Academic and Site Supervisor at 50 hours
Meeting with Academic and Site Supervisor at 100 hours
Final Report delivered to CEO and relevant other personnel

Learning Outcomes:

By the end of the course, students will be able to:

- Recognise, analyse and apply knowledge(s) within their major to an organisational environment.
- Evaluate the structures and processes that organise practices and conditions in the community and business world

Special Notes:

Interview will focus on candidate's ideas about the organisation's website and about the potential of social media for lobby / network-based organisations.

Bachelor of Arts Internship Project

Company/Organization: **Sumner Primary School**
Project Title: **Spanish Language Resource Packet**
Project Reference Number: **S210/SPS/9/NP**
Intern Position Title: **Language Resource Developer**
Organisation Supervisor: **Stuart Cameron**
Academic Supervisor: **Laura López Fernández**

Sumner is a full primary school catering for students from Year 1 to Year 8 (5 years old to 12 years old) situated in a unique environment close to Sumner Beach and village. Our mission statement is to foster "Excellence and Effort in a Caring Environment." <http://www.sumner.school.nz>

Project Description:

There is a school-wide focus on languages and cultures during third term (19 July - 24 Oct). The intern will develop a Spanish language resource packet based on the specific needs and requirements of Sumner School. The packet will be designed in negotiation with the school's Spanish language teacher and in interaction with students.

There are three parts of the internship:

1. As part of the Ministry Education requirement, Years 7 and 8 (age between 11-13 yrs old) are required to meet weekly in a one hour formal language classes. Based on articulated needs of the language teacher, and in interaction with students, the intern will develop a resource packet to support the Spanish language requirement.
2. The intern will work with students throughout the school as part of a Spanish language club. This information will also contribute to the resource packet.
3. The intern will work with one student who has participated in a Spanish immersion school overseas.

Responsibilities:

- Review and evaluate language resources available at the school
- Discuss teacher's needs and "wish list" with specific language teacher
- Organise and meet with the Spanish language club
- Produce draft resource packet for Spanish teacher based on research and work with students
- Evaluate effectiveness of resource packet for teachers and students
- Present findings to board of trustees.

Necessary Qualifications:

Major/Minors(s) Spanish major

Preferred Courses: SPAN301

Computer knowledge: Basic knowledge of how to use Internet Educational resources.

Other skills, competencies, knowledge needed/preferred:
Interest in working with primary level children

Application Deadline: 3 July

How are the 150 hours to be completed:

Weekly interaction with Spanish language/culture interest club
during school lunches 12:30-1:30. Lunchtime groups run
12:45-1:25

Research on sources for packet

Individual interaction with immersion student

Start Date: 12 July 2010

Site Start Date: 19 July

Milestones:

2 August: Report due on review of facilities and teacher interview

6 Sept: Preliminary report on resource packet to Laura, Stuart and
teacher:

What is working

What is not working

What is needed

What is the plan for the resource packet

22 August Draft of final report to Laura and Sumner teacher

End of October: Presentation of resource packet to Board of Trustees
and/or the Leadership Team

Learning Outcomes:

By the end of the course, the intern will be able to:

- Recognise, analyse and apply knowledge(s) of their B.A. within an organisational environment
- Evaluate the structures and processes that organise practices and conditions in the community.

Special Notes:

1. Between 24 Sept – 11 Oct Sumner School has a two week holiday. No classes or teachers will be available during this period.
2. Student will need own transportation or be willing to travel by bus to Sumner. The #3 Red Bus leaves UC every 20 minutes and arrives in Sumner 50 minutes later.

Bachelor of Arts Internship Project

Company/Organization: **The Christchurch Press**

Project Title: **Audit of The Christchurch Press Historic Materials**

Project Reference Number: **S210/CP/B/P**

Intern Position Title: **Researcher**

Organisation Supervisor: **Andrew Holden/Jeanne Ballantyne**

Academic Supervisor: **Dr. Cornelia Sears**

Canterbury Museum Curator: **Stephen Ruscoe**

The Christchurch Press is Christchurch's leading media organisation, with a daily newspaper, news website and stable of community newspapers, and is one of the oldest businesses in the city.

Project Description:

Next year, *The Press* will have its 150th year anniversary. The organisation is also moving office in early 2011. *The Christchurch Press* would like an intern to audit its historic materials in preparation for this move and its anniversary gala. In consultation with *The Press* staff, a Canterbury Museum Curator, and the academic and site supervisor, the intern will list, describe, record the location within the current building, evaluate the historical significance, and if time allows, assess the potential value of the artefacts.

The artefacts will include documents, books, photographs, paintings, trophies and mounted certificates, furnishings and professional equipment.

In addition to working with *Press* staff, the intern will also liaise with a curator from the Canterbury Museum, who will be preparing a major exhibition to mark the anniversary.

Responsibilities:

1. Read the in-house publication *The History of The Press* which covers the organisation's first century
2. Read unpublished version the history of *The Press* which covers the period through *The Press* 125th anniversary
3. Review prepared list of identified and located artefacts and archival material in the senior management area. Catalogue these items on provided excel database
4. In consultation with specifically assigned personnel, identify and catalogue artefacts and archival material on provided excel database
5. Complete catalogue of other historic artefacts within the building
6. Results will be sent weekly to academic advisor and Canterbury Museum curator. They will also be uploaded to *The Press* intranet for staff review
7. Present oral report to Editor, along with database, and written summary of database.

Necessary Qualifications:

Major/Minors(s) All majors within the Bachelor of Arts, especially History, Anthropology, Media and Communications, and those interested in working with artefacts.

Preferred Courses: There are no required courses, but those courses that develop an appreciation of historical artefacts are preferred.

Computer Knowledge: Excel, word processing

Other skills, competencies, knowledge needed/preferred:

- Ability to work independently
- Ability to take initiative
- Good Communication skills
- Good time management skills
- Research capabilities

Application Deadline: 14 June

How are the 150 hours to be completed:

At interns discretion, including nights and Saturday and Sunday, but will need to work in at least four-hour blocks.

Start Date: 12 July 2010

Site Start Date: 19 -31 July, 2010 - Induction and introduction of intern at a few staff meetings before beginning cataloguing.

Milestones:

1. 9 August meeting: Report on progress and review of intern's assessment of viability of target goals and useability of database after 8 hours (2-6 Aug) of cataloguing offices, including editor's. Database to be sent to editor, curator and site/academic supervisors by 6 August.
2. 6 Sept: Evaluation of progress (at least) 50 hours.
3. 1 Oct: Evaluation of progress
4. 22 Oct: Presentation of Final Report to Editor

Learning Outcomes:

By the end of the course, students will be able to:

- Recognise, analyse and apply knowledge(s) within their major to an organisational environment.
- Evaluate the structures and processes that organise practices and conditions in the community and business world.

Special Notes:

Successful candidate will sign a confidentiality agreement.

Project Title: Social Media and Conflict Resolution

Bachelor of Arts Internship

Company/Organization: The Disarmament and Security Centre (DSC)

Intern Position Title: Social Media Researcher

Organisation Supervisor: Kate Dewes, Natasha Barnes

Academic Supervisor: Rosemary Du Plas

Project Reference Number:

Application Deadline: 7 February

The Disarmament and Security Centre (DSC) is a non-governmental organisation that acts as a resource centre for alternative thinking on disarmament and security issues, both internationally and within Aotearoa/New Zealand. Internationally, the DSC has close ties to the United Nations. Its co-director, Dr. Dwyer, is a member of the United Nations Secretary General's Advisory Board on Disarmament Matters. Locally, the DSC is associated with the New Zealand Peace Foundation, but is a separately incorporated body, with its own Council. The DSC's co-director is Commander Robert Green (Royal Navy ret'd). Please see the DSC website at: <http://www.disarmisecure.org/home.php>

Project Description:

This project will explore how the latest digital technologies and social media sites like Facebook can be used to raise awareness about the possibilities of non-violent responses to conflict. The intern will focus on how gaming, interactive websites, and/or social networking spaces can introduce young people to the principles of conflict resolution in entertaining and lively ways.

The project is a component of Teaching Youth Global Responsibility (TYGR) – a response by the DSC to the recommendations of the 2002 UN Study on Disarmament Education. The DSC is implementing a number of these recommendations by researching and creating dynamic and engaging interactive media experiences for youth, with the long term goal of incorporating them into a for-profit business.

While there is a lot of research on the violent focus of many computer games, there is little literature on teaching the opposite - the power of games as a force for good. Currently, the centre is working with two local games developers in Christchurch to create web portals and interactive games around this vision. The intern will research current peace and disarmament education methods (including games, interactive websites and social

networking initiatives) and focus on an application of digital technology that is of particular interest to them

Responsibilities:

- In consultation with academic and site supervisors, the intern will complete a literature review on how websites, games and social media can be used to inform young people about non-violent ways to resolve conflict and engage them in activities that use the principles of conflict resolution.
- In consultation with academic and site supervisors, the intern will decide on the digital media he/she would like to focus on more specifically (e.g. social networking sites like facebook, interactive websites, or computer games). The intern will seek to apply the knowledge generated through the literature review to the digital media of his/her choice
- The intern will present the final report to the CSC and provide them with information about any ideas they have developed for games, interactive websites or social networking sites to DSC. The final report will be a combination of the literature review and his/her specific social media application. It will be directed at contributing to the TYGR initiative

Necessary Qualifications:

Major/Minors(s): All majors in the B.A. especially those that utilize critical thinking and problem solving

Preferred Courses: None

Computer knowledge preferred:

Development of a facebook page, or experience in playing computer games, or blogging, or development of a website

Other skills, competencies, knowledge needed/preferred:

Interest in peace, youth, social media, computer games and education

How are the 150 hours to be completed: On intern's own schedule

Start Date: 21 February

Site Start Date: 21 February

Milestones:

- 21 Feb – 18 March: In consultation with site and academic advisers, review literature on innovative uses of new media that makes learning about peaceful and non-violent strategies to resolve conflicts engaging and dynamic for young people. Two page summary to Academic Adviser. (Students will receive advice on sources to consult)

- 21 March - 6 April: Keeping in mind the literature review of media and technologies, review literature relating to the principles of conflict resolution. Summary 6 – 8 page report of review submitted to both academic and site advisers.
- 11 -29 April: In consultation with the academic and site advisers, and DSC's gaming and website developers, intern chooses a more specific focus on either computer games, interactive websites, or facebook networking site to focus on real world applications of what has been learnt from the review of relevant literature.
- 2 – 13 May: Writing of draft report that elaborates real world application of ideas. Specific requirements are dependent upon media chosen and will be specified in April.
- 16 May: Submit draft report to DSC.
- 23 May – 3 June: Revise and submit final report to academic supervisor and DSC. Oral presentation of report to DSC and Computer Developers. (Student can submit a more academic report based on the literature to the academic supervisor and a more applied report to DSC).

Learning Outcomes:

By the end of the course, students will be able to:

- Recognise, analyse and apply knowledge(s) acquired through BA courses to a particular educational project
- Effectively interact with organisations that operate at a local, national and global levels
- Design projects, engage in effective time management, write reports and present findings to stakeholders
- Demonstrate an understanding of the key principles of conflict resolution and translate that knowledge into a particular educational intervention

Special Notes:

- For more information, please check out this url: http://www.led.com/ides/ame_megamind_gaming_can_make_a_better_world.html
- Before the interview for an internship on this project, give some thought to the social media you think you would like to work with, whether it is computer games, interactive websites, or facebook, or another type of social media.

Project Title:

**Baverstock's Art Exhibitions Catalogues:
A McDougall Director's Collection**

Bachelor of Arts Internship

Company/Organization: Macmillan Brown Library

Intern Position Title: Art Archive Researcher

Site Adviser: Jill Durrey

Academic Adviser: Dr Emilia Szia

Project Reference Number: S211/UCCollection/13/NP

Application Deadline: 27 June, 2011 5:00pm +

The Macmillan Brown Library is the University of Canterbury's research collection of New Zealand and Pacific Islands materials, widely renowned by researchers in the humanities and social sciences. The Library's core collection consists of over 149,000 books, pamphlets and periodicals, together with additional collections of documentary archives, photographs, architectural drawings, prints, ephemera, videos, CDs, cassettes. The Documentary Archives Collection comprises Trade Union records, personal papers gathered by Members of Parliament and Ministers of the Crown, personal and family papers compiled by individuals, the records of Te Rūnanga o Ngāi Tahu, University of Canterbury records, the papers of voluntary groups active in the community, etc. This collection is orientated towards supporting the research needs of University of Canterbury staff, students and the wider community as well as preserving records of historical significance.

Project Description:

This project is research based and will focus on the Baverstock papers. William Sykes Baverstock (1893- 1976) was Secretary of the Canterbury Society of Arts, Part-time Curator of the Robert McDougall Art Gallery from 1943 to 1960 and Director (full time) of the McDougall Art Gallery from 1960 to c. 1970. In 1950, he was elected a Fellow of the Royal Society of Arts. He managed 60 major exhibitions for the Christchurch City Council, and 31 for the Arts Society. For many of these he prepared the catalogues and wrote all the advertising.

The Baverstock papers is a very large collection with a number of different series (a) – catalogues, correspondence, etc.) but the listing available for it is sometimes inaccurate and incomplete. The project would focus on extracting and cataloguing precisely and consistently all the art catalogues from this collection and make this invaluable resource on New Zealand Art, which is available online.

Responsibilities:

The successful student must be willing to participate in document handling training, training in the use of the Library's database system as well as any other work-based training that may be required.

1. Extract relevant material from the overall Raverstock collection
2. Conduct research on the catalogues themselves – identifying artists and verifying exhibition dates and locations
3. Write up the detailed descriptions of the catalogues – length of report to vary depending on results of research. Maximum 500 words each
4. Summarise description of each catalogue for database in 50 words
5. In consultation with archivist and academic adviser, write a 750 word article on the Raverstock art catalogue collection for the 'Featured Collection' webpage
6. Make a final presentation to the general public about the collection

Necessary Qualifications:

Major/Minors(s)

All subjects within the B.A., especially Art History and Theory and History. Those interested in working with art/archival material may also apply.

Preferred Courses: Any 100 or 200 - level AHF-1 or its equivalent, or Hist292 Soc239, Art236

Computer knowledge: Knowledge of Microsoft Word processing

Other skills, competencies, knowledge needed/preferred:

Good communication skills to discuss with the
Coordinator/manager/skills
Research capabilities
Enjoys working with primary documents
Ability to take initiative
Ability to work independently and in a team
Good typing skills

How are the 150 hours to be completed: Variable – Student to determine in negotiation with supervisors.

Start Date: 11 July

Site Start Date: 11 July

Milestones:

- Monthly progress meetings with organisational and academic supervisor to evaluate next steps in research and progress
- Writing an article for the 'Featured Collection' webpage
- Thirty-minute final presentation giving an overview of project discoveries plus in-depth focus on one catalogue

Learning Outcomes:

By the end of the course, students will be able to

- Have a basic understanding of art archival processes

- Be able to write a preliminary introduction identifying research aims and objectives and any sources related to Aul material.
- Be able to write a preliminary introduction in succinct, synthetic paragraph form of material
- Present an extensive knowledge of adult education history in Canterbury
- Recognise, analyse and apply knowledge of the work of A. to a particular organisational environment

*** Special Notes:**

1. Students selected for interviews must be available to attend in person during the week of 4-8 July
2. First class meeting with Dr Jessica Edmunds will be on 2 July at 9.00 am and by email only
3. Direct all application cover letters to Dr Emma Stiles

Time Log

Please record the time you spend on your project including research, meetings, writing, formatting, etc. and all aspects of your project. On the 6th week all items will be reviewed on file to document your time and ensure that it shows. By the time you finish your project, the hours should add up to around 150.

Download View page Search Add entry

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Name:	Date:	Location:	Task:	Description:	Minutes:	Author:
	10 February 2011	On site	Mr. - Site Advisor	First Meeting with Chris	50	
	21 February 2011	Off site	Research	Typed meeting notes & began research of issues	180	
	23 February 2011	On site	Research	SEA project review - web based research	100	
	23 February 2011	Off site	Mr. - Site Advisor	2143-11 to 2643-11 kept in email contact with Chris	30	
	24 March 2011		Mr. - Mr.	Meeting with Don	20	
	24 March 2011		Mr. - Site Advisor	Meeting with Sue	60	
	24 March 2011	Off site	Research	Reading CYP report	340	
	25 March 2011	Off site	Research	Reading Rural Youth Report	130	
	26 March 2011	Off site	Project specific	Reviewing layout of new concepts	180	
	26 March 2011	Off site	Mr. - Site Advisor	1st meeting with Angela	90	
	30 March 2011	Off site	Research	Reading Information Manual	60	
	30 March 2011	Off site	Project specific	Further idea concept work & research	140	
	30 March 2011	Off site	Project specific	Further idea concept work & research	120	
	31 March 2011	Off site	Research	Reading Information Manual and CYP article	60	
	31 March 2011	Off site	Research	Reading CYP article and initial CYP report	60	
	4 April 2011	Off site	Project specific	Recommending layout to Richard Wood	120	
	4 April 2011		Research	Collecting information on Loughborough	140	
	4 April 2011	Off site	Mr. - Mr.	1st meeting	60	

Project Title:

Bachelor of Arts Internship

Company/Organization:

Intern Position Title:

Organisation Supervisor:

Academic Supervisor:

Project Reference Number:

Application Deadline:

Project Description:

Responsibilities:

Necessary Qualifications:

Major/Minors(s):

Preferred Courses:

Computer knowledge:

Other skills, competencies, knowledge needed/preferred:

How are the 150 hours to be completed:

Start Date:

Site Start Date:

Milestones:

Learning Outcomes: (Academic Adviser to fill in)

Special Notes:

- Students selected for interviews must be available to attend in person during the week of
- First class meeting will be ...
- Direct application cover letters Internship Director

Bachelor of Arts Internship Project

ARTS 395 Student Application

Students will need to apply and be selected for a project before being able to enrol in ARTS 395.

How to apply

This form can be filled in online. Please complete this form, print it out and return it to the College of Arts office, with the following attached:

- A cover letter detailing your suitability for the project you have chosen
- A CV
- Academic Transcript (download from UC Student Web)
- Two letters of reference, one from an academic staff member and one from someone who knows your work ethic.

Prior to submitting an internship application it is recommended that you contact Careers, Internships & Employment. They will be able to assist you where necessary with cover letter writing, CV development, and interview skills.

Go to www.canterbury.ac.nz/careers if you have any questions.

The completed application form and accompanying documents should be delivered to: College of Arts Office, Ground floor, Hstory.

Students will be informed if they have been selected for an interview two weeks after the closing date of the application.

If you have any questions, please contact: artsinternships@canterbury.ac.nz or phone Gwen Standing on 362 2253.

For more information on other internship projects please check: www.arts.canterbury.ac.nz/internships/

Project applying for _____ Project Code Reference No. _____

Name _____ Student number _____

Major _____ Minor _____ Expected graduation date _____

Email _____ Home phone _____ Cellphone _____

Current address _____

Postal code _____

What days and hours are you available for work? _____

If selected, on what date can you start working? _____

Can you work weekends? ☐ Y ☐ N Can you work evenings? ☐ Y ☒ N Do you have your own transportation? ☐ Y ☐ N

Do you have any special requirements for safety in a work environment? ☐ Y ☐ N Do you have any criminal convictions? ☐ Y ☐ N

How did you hear about this project? (Choose more than one if applicable) ☐ Subject website ☐ Poster ☐ UC Careers & Employment Website

☐ Internship website ☐ Referred by lecturer ☐ Referred by friend ☐ Referred by staff member ☐ Other _____

In 400 words or less, please discuss a life experience and one course, or two courses that helped prepare you for this project:

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UC

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Registration of Interest

Name

Major

Minor

Student number

GPA

Contact details:

Permanent address

Permanent home phone

Permanent email

UC term address

UC term home phone

UC term email

Cell phone

Preferred contact

Your skills:

☐ Blogging

☐ Checking for accuracy

☐ Classifying records

☒ Coaching individuals

☐ Community/government affairs

☐ Comparing results

☐ Compiling statistics

☐ Conducting interviews

☐ Creating charts or diagrams

☐ Data entry

☐ Detail work

☐ Digital media

☐ Drafting reports

☐ Dramatizing ideas

☐ Editing documents

Other

☐ Excel

☐ Finding information

☐ Foreign language

☐ Gathering information

☐ Inspecting physical objects

☐ Locating missing information

☐ Managing people

☐ Mason

☐ Mediating between people

☐ Numeric analysis

☐ Organizing files

☐ Persuading others

☐ Picking out important information

☐ Public speaking

☐ Raising funds

☐ Resolving conflicts

☐ Selling ideas

☐ Selling products

☒ Statistics

☐ Summarising material

☐ Summarising information

☐ Teaching/training individuals

☐ Updating files

☐ Web based skills

☒ Word-processing

☐ Working in a team

☐ Working in isolation

☒ Working with children

☐ Working with youth

☐ Writing reports

Interested in internships in:

☒ Advertising

☐ Art

☐ Communications

☐ Disability issues

☐ Education resources

☐ Environment

☐ Geography

☐ Government

☐ Health

☐ History

☐ Media

☐ Music

☐ Non-profit

☐ Social policy issues

☐ Statistics

☐ Technology

☒ Theatre

☐ Web-based communications

☒ Youth

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UNIVERSITY OF CANTERBURY

Te Whare Wānanga o Waitaha

Template 4: New Courses

(includes special topics or independent course of study)

To access help text for this form (please activate the Show/Hide button (??) which can be found in your standard toolbar)

Details

Course code and title: Internship
Department or School:
Faculty or College: College of Arts
Contact person and phone number: Dr. Joseph Johnson 94561

Status of Proposal

Date approved by HOD/School:
Date full draft approved by PVC:
Date of Board of Studies or Faculty approval:
Date reported to Academic Board:

Proposal Description

Purpose of the proposal

Establish an Internship as a stage 1 elective in programmes within the College of Arts

Justification

Bachelor of Arts students actively choose to major in the Arts. BA students are not failed business, marketing, law, or computer science students. They have a unique set of knowledge and skills that are currently under recognised. A 300 level Bachelor of Arts Internship is consequently vital to the evolution of the Arts at the University of Canterbury in the 21 Century.

Indeed, the College of Arts Learning and Teaching Committee identified the BA Internship as one of the projects arising from the BA Review and included its development in the College of Arts Teaching and Learning Plan for 2009/2010. The internship has the support of the Pro Vice-Chancellor (Arts), the LTF Committee, the current College Executive and the College of Arts External Advisory Group. And through the influence of the PVC(Arts), the Council of the NZ Manufacturers and Exporters Association has already expressed interest in CoA Internships. Similar to the internships of the Colleges of Engineering, Business and Economics and Law, the CoA Internship will directly develop enduring community partnerships.

In the era of measuring "progression through degrees" and "learner competencies", a CoA Internship will also specifically showcase the College's graduate profile, Internships illuminate students' achievements and graduate attributes, and the integration of the students' specialized knowledge subjects along with their overall disciplinary knowledge(s). By documenting students' learning, the CoA internship will:

- Make CoA's learning outcomes visible:
 - to students
 - to teachers
 - to external evaluative bodies
 - to the wider community including parents and employers
- Demonstrate the achievement of the defined graduate attributes within particular disciplines/programmes
- Demonstrating the Arts skills and competencies to first year students
- Have the potential to become noticeable evidence of the applicability of the BA degree

Proposed new regulations and prescriptions (see Calendar Form at the end of the template)

Each internship will be project-based, each project-concept generated by an organisation. The specifics of an organisation project will be developed in accordance with input from the internship director and academic adviser from a relevant CoA programme. The course will have a limitation of entry. Potential students must submit CVs, references, and participate in an interview selection process with the internship director, the academic adviser from a CoA programme, and a site adviser from the organisation. A student will be selected for a specific project. Only students accepted for projects will be allowed into the course.

Proposed teaching/delivery methods

The internship is not merely work experience or job placement. It will be a course throughout which the CoA student will be invited to participate in discussions and read theoretical articles analysing the structures and practices of the workplace. The first three weeks will be introductory seminars conducted by the internship director. After these grounding seminars, students will be required to participate in online discussions (or journals) as they simultaneously work to complete a project for an organisation. These online discussions will also be run by the internship director. The course will run 1 or 4 times a year, dependent upon the various projects' timelines (example: fall year, term break, semester break, summer), with a cohort of students starting together each time.

Generally, each cohort of students will participate in:

Seminars

First 3 weeks dealing with the student:

Code of ethics for students

Health & Safety procedures and requirements

Intellectual Property considerations

Agreement of supervisory roles of site & academic advisers, student responsibilities and nature of action if there are problems with either adviser

Construction of identity(ies) in the workplace

Pedagogy of Internships

Inquiry-based research on project/organisation

Online discussions/journals: Questions generated by internship director aimed to develop the curriculum

Fieldwork: Project for organisation

See attached syllabus

Consultation on acceptability

Presentations and Consultations with:

Alumni and Development: Cheryl Hughes, Fiona O'Neill

CoA Learning & Teaching Committee

Commerce Academic Manager: Sonia Mazzy

CPTT team

Engagement Project Work Co-ordinator: Cheryl McPherson

Commerce External Coordinator: Eileen Lunnar

Humanities

School of Maori and Indigenous Studies

PVC Academic Advisory Committee

PVC External Advisory Committee

SAPS

School of Languages, Cultures and Linguistics

School of Social Work and Human Services

Student Recruitment & Development

Centre for Fine Arts, Music and Theatre and Film Studies

UC Careers: Chris Rodger

UCSA

UCTI

Goals of the course

To develop students' awareness of their value as an Arts graduate

To have students complete a community or business project that is viewed as meaningful, productive, useful and timely by the student, his/her program, the organisation, and the larger community.

Learning Outcomes

On successful completion of the course, the student will be able to:

Recognise, analyse and apply knowledge(s) within her major to a work environment

Evaluate the structures and practices in community and business organisations

Identify how social relations are negotiated within work environments

Resources

- There are adequate rooms for university seminars, and technological support for online discussions.
- An internship director will be needed to recruit organisations, faculty and students, facilitate internships, and teach the coursework component.
- The facilitation of actual organisation placements will depend on the internship director (seeking appropriate organisations). Tentative first contacts with organisations have given every indication of organisational interest. A presentation to the PVE's External Advisory Committee has evidenced interest. No formal decisions will be made to organisations until the course is passed by faculty. A template will be developed for organisation projects.
- There are more than adequate numbers of CoA academic advisers.
 - During the first pilot year in 2010, the internship director will develop a template for the academic advisers. Their responsibilities probably include: guidance on organisational project requirements and limitations relevant to their programme's stage 3 learning objectives; input on the selection of student for project; provide resource directions for student; one assessment of student.
 - The academic adviser will receive an ECTS split for their contributions to the development of the project and supervision of the student, similar to current postgraduate supervision ECTS split. A standard model for this ECTS split will be developed.
- A website will need to be established and maintained, with different pages and links for business/community organisations, students and faculty. The website will list detailed project synopses, along with various endorsements from past interns, advisors and organisation representatives. Direct links will be made to a programme's websites and their successful interns.
- The College of Business and Economics also run internships within Christchurch, creating opportunities to work in tandem on a few projects. This opportunity necessitates representing the University of Canterbury as an organisation, while also identifying the unique and diverse skill sets of the BA and the BCom student. To avoid confusion and inquiry, discussions are currently proceeding with the College of Business and Economics on various forms of financial compensation for students, confirmation of marketing and outreach, and development of a database of Christchurch organisations. These discussions do not preclude the distinctive vision and skill sets of the Arts and the crucial need to work with not-for-profit and smaller community organisations.
- A part time internship administrator will be necessary to coordinate outreach, database management, student placement, and organisational correspondence.

Plans for monitoring quality

- UCTT survey: after 1st year, written and oral feedback from participating external organisations and site advisors, CoA academic advisers.

Predicted student numbers

2010 = 5-10 students, incremental increase up to 50 students.

Assessment procedures and student workload

- Each internship project is uniquely framed and conceptualised, designed to fit the Stage 3 learning objectives of a disciplinary programme or interdisciplinary orientation. In discussion with the internship director who will ensure overall workload equity, each project synopsis will be specific and detailed, identifying the hours required, the prerequisites needed, the start and finish date (whole year, term break, semester break, summer etc), the evaluation criteria, apparatus etc.

Assessment:

- Inquiry-based presentation on background of organisation/project 25%

During first three weeks of the course, students will research the background information necessary for performing well on their projects. In conjunction with CoA programme adviser and organisational site adviser, students will gather the informational and methodological grounding essential to complete their responsibilities. Students will present this information to the class.

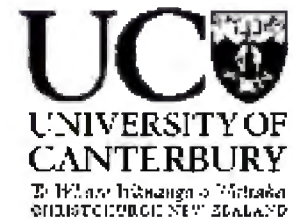
- Miscelle Portfolio 15%

While on site, students will be required to read assigned articles and participate in an online discussion. At the end of the course, students will be required to write in their e "blog" postings, with accompanying notifications (notifications need to draw on course readings and course postings within theoretical frameworks). If a placement organisation has restrictions about their interns participating in online discussions with other students, a journal assignment will be substituted.

- Program final assessment 10%

Assessment set by the academic programme adviser. This assessment allows the programme to evaluate the student's acquisition and application of specific disciplinary knowledge and its applicability within an organisational environment.

**Student Learning Contract:
Code of Conduct Requirements for Students
Agreement Form for ARTS395 Internship**



I have been informed of the code of conduct expected of this intern placement and I understand the following:

- 1) Students are required to act with professionalism *at all times* on placement. In addition students agree to abide by the office supervisor's regulations for conduct and health and safety.**
- 2) The assessment work is under the overall guidance and approval of your academic supervisor, and the Internship Director, Dr. Jessica Johnston. While ARTS395 Internship is an elective stage 3 course, when on location the student follows day to day direction and office protocols established by the student's site supervisor.**
- 3) Chatham house rule applies to all research work on placement - material may be used for your own personal study and research purposes only and must not be attributed or discussed except as authorised by your site supervisor. No recording devices of any kind including cell phones are to be used to record interviews other than for purposes authorised by your site supervisor.**
- 4) Any issues of concern should be discussed with the site supervisor and academic supervisor, then if required with the Internship Director. A breach of privacy is regarded as a disciplinary matter and the matter will be referred to the University disciplinary procedures.**
- 5) Students are expected to work regularly and maintain a regular contact by way of an agreed set of 3 milestone dates with the site supervisor to report on progress. An agreement can be reached if material contained within any final assessment is embargoed. Please discuss with Internship Director.**

I have read and understand the above code requirements. I agree to abide by them at all times.

Name (Please Print):

Signature:

[Recipient's Address]

Dear [name]

We are pleased to offer you an internship at [organisation name]. From your interview and your references, the interview team felt that your skills and background will be a valuable asset to [organisation name].

Per our discussion, the position is [project title] intern. Your site adviser will be [name], and your academic adviser will be [name]. The starting date of the course will be [date] and the starting date of the internship will be [date]. Tuition for the course will be reimbursed to you with the successful passing of the course.

If you choose to accept this offer, please sign the second copy of this letter in the space provided and return it to us at the College of Arts office, addressed to Gwen Sandring. Also please enroll for ARTS395 as soon as possible at least by [date].

We look forward to welcoming you and your internship project. If you have any questions, please feel free to contact Gwen or Jessica at 364 2253.

Yours Sincerely,

Jessica Johnston
Internship Director
Bachelor of Arts
University of Canterbury
www.arts.canterbury.ac.nz/internships

Arts395 Internship Protocol

1. **Confidentiality:** At several points throughout the internship, organisations, and the internship director will have the opportunity to discuss and implement structures that will minimise the risk of the disclosure of sensitive information:
 - The Internship Director will discuss confidentiality issues during initial contacts with organisational sites
 - Organisations may discuss their confidentiality protocols with students during student interviews
 - Those sites that determine a need for confidentiality will assess the best method of ensuring confidentiality: refuse students admittance to sensitive areas, material, or meetings, signing of confidentiality agreements, etc.
 - Students will be informed of their responsibilities concerning confidentiality when assigned their placement
 - During the first three weeks of the course, a seminar will be devoted to the issues of confidentiality, research protocols, and human ethics. Dr. Mike Grimshaw has volunteered to participate in this seminar.
 - To assist students' negotiation processes at the initial stages of participation, students will be instructed to discuss the requirements of the project proposal and final project with their on-site supervisor and programme academic adviser. Students and supervisors can then negotiate potential confidentiality issues as appropriate
 - In their oral reports, online discussions, portfolios, and programme assessments, students will be required to follow Human Ethics Committee protocols as discussed during the first three weeks of the course
 - The issues and problems surrounding confidentiality will be reinforced in lectures, seminars and discussions. Dr. Johnston has a long background in qualitative research methods in which confidentiality issues are of paramount concern. She has been teaching these methods and supervising post graduate research projects utilising these methods for sixteen years. She is thus well experienced in the significance, protocols, and techniques for maintaining confidentiality and communicating its importance to students
2. **On site problems:** Clear expectations of roles for both students and organisational sites are reviewed with organisational supervisors and students before placement begins. Clear steps for problem solving will be included:
 - If a student has a problem with the on-site supervisor, the Internship Director should be informed and:
 - A. Students should attempt to discuss the situation with their supervisor and to find a resolution
 - B. If the problem is not resolved, the Internship Director will mediate the situation with the supervisor
 - C. If the problem still cannot be resolved, the student will be withdrawn from the placement and complete an alternative project.
 - If the site supervisor has a problem with a student, the Internship Director should be informed and:
 - A. Site supervisors should attempt to discuss situation with the student and find a resolution
 - B. If the problem is not resolved, the Internship Director will mediate the situation with the student

- If the problem still cannot be resolved, the student will be withdrawn from the website and another student will attempt to be found to complete the project.
- Should problems arise, part of the objectives in "learning work" will be for the student to learn how to identify and negotiate these problematic situations. Students will be taught to both analyze situations for their power dynamics and negotiate situations for satisfactory outcomes. Often such problem solving can be a strong conceptual and practical learning experience.

ARTS306 Internship



UNIVERSITY OF
CANTERBURY

In Whare Wānanga / Wharehanga
canterbury.ac.nz | 03 437 5900

The internship provides an opportunity for practical application of theoretical and research issues in approved work situations with faculty supervision, guidance, and evaluation. You will have at least two roles as an intern. First, you are working for an agency or organization that expects you to carry out your responsibilities. Second, you are a student who is expected to complete various assignments throughout the semester.

Instructor	Jessica Johnson	E-mail	jessica.johnson@canterbury.ac.nz
Phone	364-2562	Office Hours	By appointment
Office	History 310		

Description

What can you do with a BA? The purpose of internship is to explore both the ideological and practical assumptions guiding this question. The course is designed to be a critical, theoretical and "real-world" examination of the practices and ideologies inherent in the both community and business organisation. You will learn about the structures and processes that organise conditions in the workplace, how to recognise and analyse relations of power within that environment, and investigate how those power relations are negotiated through accommodation and resistance within that environment. You will be required to apply your analytical skills acquired through your major and through specific reading and seminars. You will spend a total 130 hours working on your pre-arranged project for an organisation.

Course Aims:

- To develop students' awareness of their value as an Arts graduate
- To complete a project that is viewed as meaningful, productive, useful and timely by both the student and an organisation

Learning Outcomes:

By the end of the course, students will be able to

- To recognise, analyse and apply knowledge within their studies in an organisational environment
- To evaluate the structures and processes that organise practices and conditions in the community and business world.

Pre-requisites:

Completion of one stage 2 paper

Limited enrolment based upon selection process which usually includes an application and interview process

Assessment Requirements: All points count

Site Advisor's Evaluation: 20%

Academic Advisers Evaluation: 10%

The Academic Adviser's assessment totals 40% of the course grade. The assessment might consist of smaller pieces of assessment spread across the entire internship or one large piece at the end. Each assessment strategy is different and dependent upon the individual project.

Internship Director's: 40%

Jessica's assessment totals 40% of the course grade. That 40% consists of 4 smaller pieces of assessment spread across the entire internship.

3 Presentations: 10% each

Week of 7 March: Pre-Site Presentation

Week of 2 May: Issues Presentation

Week of 6 June: Final Presentation

Learn Portfolio: 10% Due 1 week after S. & A.'s Assessment

Learn Portfolio: <http://www.learn.canterbury.ac.nz/>

Each week, you will be required to post to the online discussion:

A general topic suggested by Jessica, or a

Scheduled STARR Reports: (Situation, Task, Action, Results, Reflection), or

One week will be your own STARR Report

Feedback on two other's STARR Reports

Portfolio: At the end of the course, you will be required to turn in what you consider to be your best STARR Reports, and your two best feedbacks. You must include a justification with each, detailing why it is significant. Each justification should be at least 250 words. An example of portfolios and justifications will be given later in the term.

Academic Adviser Assessment

During the first week of term you should make an appointment to discuss the specific assignment with your academic adviser. Each adviser has different requirements and assessment criteria. Your internship project is essential to your ability to complete the academic portion of this course. While your actual project is 20% of your assessment, it is also integral to and incorporated within your academic adviser's and Jessica's assessment.

Texts: Texts will be provided.

Cheating: Plagiarism or cheating of any type will not be tolerated. Web-based plagiarism is easily caught through typing specific phrases into google or submitting essays into Turnitin. Students caught cheating in any part of this course will be automatically failed for the entire course.

Course fees are reimbursed upon the successful completion of the course.

Course Fees: Tuition – \$1,091.00; Enrollment – \$417.00

Other Course-Related Costs: None

Important Enrollment/Withdrawal Dates:

Semester Indicator	Semester Description	Last Day to Apply to Enroll (ACT)	Official Course Start Date and Last Day to accept the Enrollment ONLY LEAD status?	Official Course Finish Date	Final Date to complete change of enrollment to add or to withdraw with a full tuition refund	Final Date to Withdraw (No refund)
S1	Semester 1	11/2/2011	11/2/2011	3/6/2012	4/3/2012	4/14/2012

*The online course provides access to all documents and materials. Students must submit a personal statement of intent to enroll in the course prior to registration (enrollment).

ASSESSMENTS:

All assessments must be completed to pass this class unless cleared by Dr. Johnson

University Assessment Policies and Approval Consideration and Procedures can be found at <http://www.xavierburg.edu/ucpolicy/index.aspx>

Student Advisers (curriculum)

<http://www.xavierburg.edu/ucpolicy/ucpolicy.aspx>

Student Services (emotional support)

<http://www.xavierburg.edu/students/>

UCSA

<http://www.wmcsa.org/>

Readings

"There is a long tradition of critical intellectuals extending from Thomas Jefferson to John Dewey, Edward Sars, and Howard Zinn, who have all insisted that the university is one of the few spaces where the task of educating students to become critical agents and socially engaged citizens is not only crucial to the meaning of education but also an essential condition of academic labour and democracy itself." Henry Giroux 2009

- 21 Feb Week:** Introductions and Policies
LEARN Forum: introductions
- 28 Feb Week:** Critical 'Organisation Studies' Organizing identity
Brown, A. D., & Coupland, C. (2005). Sounds of Silence: Graduate Trainees, Hegemony and Resistance. *Organization Studies*, 26(7), 1049-1089
LEARN Forum: Questions around the Introductions
- 7 March Week:** **Pre-Site Presentations: No Readings**
- 14 March Week:** Gender in the workplace
Runia, M., & Mills, A. J. (2004). Paying the toll: a feminist post-structural critique of the discourse bridging work and family. *Culture and Organization*, 10(3), 237-249
LEARN Forum: Work Identity
- 21 March Week:** Guest Speaker
LEARN Forum: Work Identity Discussion
- 28 March Week:** The "Post-racist" workplace
Twine, F. W., & Gallagher, C. (2005). The future of whiteness: a map of the third wave. *Ethnic and Racial Studies*, 31(1), 3-24
1st STARR Report Due
Milestone and Time-Log Sheet Due
JJ sends Mid-way Site Evaluation to Site Advisers
- 4 April Week:** Guest Speaker
1st STARR Report Discussion
- Term Break** (Many projects will continue their site work throughout this non-class time period)
- 2 May Week:** **Issues Presentation: No Readings**

8 May Week	Interns and Employability Brown, P., Hesketh, A., & Williams, S. (2009). Employability in a Knowledge-driven Economy (1). <i>Journal of Education & Work</i>, 18(2), 107. 2nd STARR Report Due
15 May Week	Guest Speaker 2nd STARR Report Discussion
22 May Week	No Class 3rd STARR Report Due
29 May Week	No Class 3rd STARR Report Discussion
Final Presentation: TBA	

Placements protocols

Placements:

You have been chosen to work on your project based on your CV, references and your interview. It is up to you to arrange meetings and transport to work on your project.

Code of Ethics:

This course has been approved by the University of Canterbury's Human Ethics Committee. All students must sign a Student Learning Contract.

Confidentiality:

At several points throughout the internship, organisations and the internship director will have the opportunity to discuss and implement standards that will minimise the risk of the disclosure of sensitive information:

- The Internship Director will discuss confidentiality issues during initial contacts with organisational sites.
- Organisations may discuss their confidentiality protocols with students during student interviews.
- Those sites that determine a need for confidentiality will assess the best method of ensuring confidentiality: refuse students admittance to sensitive areas; material in meetings; signing of confidentiality agreements, etc.
- Students will be informed of their responsibilities concerning confidentiality when assigned their placement.
- During the first three weeks of the course, a seminar will be devoted to the issues of confidentiality, research protocols, and human ethics.
- To assist students' negotiation processes at the initial stages of participation, students will be instructed to discuss the requirements of the project proposal and final project with their on-site supervisor and programme academic adviser. Students and supervisors can then negotiate potential confidentiality issues as appropriate.
- In their oral reports, online discussions, portfolios, and programme assessments, students will be required to follow Human Ethics Committee protocols as discussed during the first three weeks of the course.
- The issues and problems surrounding confidentiality will be reinforced in lectures, seminars and discussions. Dr. Johnston has a long background in qualitative research methods in which confidentiality issues are of paramount concern. She has been teaching these methods and supervising post-graduate research projects utilising these methods for sixteen years. She is thus well experienced in the significance, protocol, and techniques for maintaining confidentiality and communicating its importance to students.

On-site problems:

Clear expectations of roles for both students and sup. advisers have been outlined and reviewed with site supervisors. Clear steps for problem solving are:

- If a student has a problem with the on-site supervisor, the student should:
 - A. Inform Jessica and academic adviser for advice and recommendations.
 - B. Discuss the situation with the on-site supervisor and together find resolution.
 - C. If the problem is not resolved, Jessica will attempt to mediate the situation with the supervisor.
 - D. If the problem still cannot be resolved, the student will be withdrawn from site and complete an alternative project.
- Should problems arise, part of the objectives in "learning work" will be for the student to learn how to identify and negotiate these problematic situations. Students will be taught to both analyse situations for their power dynamics and negotiate situations for satisfactory outcomes. Often such problem solving can be a strong conceptual and practical learning experience.

Site Advisor's Information Sheet

Thank you for agreeing to supervise and work with a Bachelor of Arts intern. The ideas below are to help facilitate effective relationships with interns.

Please remember, the intern is a student, involved in a learning process. You have the opportunity to see the intern in action and are in a key position to continually influence the intern's experience.

Included within this packet is a

1. Project Description
2. Student learning contract
3. Protocols for solving problems
4. Tip sheets for supervisors
5. A copy of ARTS395 course syllabus
6. Intern Evaluation Sheet

Milestone visit with intern, site and academic supervisor at the internship site:

A meeting with all involved in the project creates an opportunity to review the student's learning goals, the working relationship, the activities or projects accomplished to date, and to present feedback and make suggestions for the remaining period of the internship.

Telephone and e-mail contact:

When face-to-face contact with a student's internship site supervisor is not possible, periodic phone calls or e-mail contact can be a valuable means of keeping current with an intern's progress and heading off any miscommunication or problems with the on-site supervision component.

Problems

The majority of internships run smoothly. However, even in the best-planned programmes, problems can arise. Here are warning signs you might watch for:

- Indications of conflict between the intern and other of your colleagues.
- An overabundance of non-professional work, i.e., answering phones, stapling, copying, filing, cleaning, etc.
- Student lack of responsibility, i.e., missing work, being late too often, failing to complete projects, etc.
- Personal problems or emotional problems that can hamper the intern's ability to function appropriately in the work environment.
- Sexual harassment of the intern or by the intern.
- Burnout brought on by overwork at the internship site and/or other places where the intern may have responsibilities.

TIP Sheet

Assumptions

Mistakes are made by students and site supervisors. Unconscious assumptions are the easiest to correct. Listed below are some assumptions noted by both interns and supervisors according to current research. Forwarmed is forewarned.

An intern might assume:

1. **Assumption:** I am a guest in the organization and should be treated as such.

Reality: The supervisor can expect the intern to become a contributing member of the organization. Interns will be told that time with the supervisor is limited, but to check in periodically to discuss progress and problems and solutions.

2. **Assumption:** This company should be grateful I am here.

Reality: The intern will be told the organization, especially the site supervisor has to invest substantial time and effort to bring the intern up to speed as a productive member of the organization.

3. **Assumption:** Now I can get a chance to do what I want.

Reality: Interns do not often have the experience or the time on site to take on substantial self-initiated projects. Often, they will only be able to complete the specific project responsibilities they have been assigned.

4. **Assumption:** This is just like another class; therefore I can take off early, come in late, ask for days off.

Reality: The intern will assume the responsibilities of an employee; this is a professional experience.

5. **Assumption:** Now I can apply what I have learned.

Reality: The internship is an opportunity to test prior learning, but there is still much more to learn; application at this stage must be done with humility.

A site supervisor might assume

1. **Assumption:** Interns know how to learn from listening, absorbing, observing, being in the environment.

Reality: The internship environment is unlike the classroom and student roles that interns know; they may need help to make the adjustment to this new kind of learning.

2. **Assumption:** Interns will appreciate the time I give them as a supervisor.

Reality: Interns may not even see the help; they expect help from teachers and advisors as a matter of course.

3. **Assumption:** Interns will initiate and ask questions.

Reality: Interns often do not know what questions to ask.

4. **Assumption:** Interns will understand the opportunity they have and will take advantage of this opportunity.

Reality: Often interns don't know enough about the organization, its mission, its resources, or its context to recognize opportunities and to take advantage of them without some guidance and assistance.

5. **Assumption:** Interns need continuous guidance.

Reality: Some interns need a lot of guidance; others do not. An individual's learning style, level of confidence and maturity, as well as the setting of the host organization, need to be taken into account when defining and negotiating the roles, expectations, and amount of freedom and supervision that may be required.

6. **Assumption:** Interns will be eager and enthusiastic.

Reality: Sometimes enthusiasm and commitment are not what they should be, as noted in the previous list of dysfunctional assumptions by interns. Some students may be used to weekends off, variable class hours and "laid back" attendance policies, and constant change of pace. This will be addressed before the students come to your life.

**ARTS395 Internships
Site Adviser Evaluation Form
Midway Project Evaluation**



Intern:

Date:

Internship Site:

Adviser:

Thank you for taking time to complete this form. Please share this evaluation with your intern. Your intern will return a copy to Jessica.

Please evaluate your intern's performance by describing what they are doing well, and how you would like to them to improve in the next half of the project:

Potential Categories: Proactive, Engaged with project, Punctuality, Professionalism, Effectiveness, Research Abilities, Writing Abilities, Verbal Communication, Overall quality of contribution so far.

The intern's main strengths are:

Recommendations for improvement:

Additional comments:

Overall rating of performance to date:

A B C D E

Site Supervisor's Signature:

Student's signature:

**ARTS395 Internships
Site Adviser Evaluation Form
FINAL**



Intern:

Date:

Internship Site:

Adviser:

Thank you for taking time to complete this form. Your final evaluation will contribute 20% towards your intern's final grade. Please share this evaluation with your intern. Your intern will return a copy to Jessica.

Please evaluate your intern's performance by describing what they did well, and give suggestions on how they might improve their work performance:

Potential Categories: Proactive, engaged with project, punctuality, professionalism, effectiveness, research abilities, writing abilities, verbal communication, overall quality of contribution.

The intern's main strengths are:

Recommendations for improvement:

Additional comments:

Final Grade for Project: A B C D E

Site Supervisor's Signature:

Student's signature:

ARTS395 Internship

Faculty Handout



By supervising an intern, you will be contributing to the student's long-term career goals while helping make your programme more visible. As an academic adviser, you will receive an EFTS split for your contribution to the development of the project and supervision of the student, similar to current postgraduate supervision EFTS split. Please contact Gwen or Jessica if you have any questions: gwen.standring@canterbury.ac.nz or jessica.johnson@canterbury.ac.nz. We are here to help you in any way we can.

Your responsibilities include:

- Help coordinate an organisation's project criteria to match a stage 3 learning outcomes
- Help in the selection of the intern you will be supervising
- Help provide resource directions for and guidance of their interns
- Setting final assessment (40% of course mark)

You can also visit with the site supervisor at the internship site.

Site visits offer opportunities to not only see the student at work, but to meet with the supervisor on their turf. A meeting with the site supervisor and the student creates an opportunity to review the student's learning goals, the working relationship, the activities or projects accomplished to date, and to present feedback and make suggestions for the remaining period of the internship. It's part of the fun of an internship, but not mandatory.

Potential Problems: Mistakes made by students and site supervisors. The majority of internships run smoothly. However, even in the best-planned programmes, problems can arise. Here are warning signs you might watch for:

1. Suggestions of conflict between the student and the site supervisor
2. Indications of conflict between the intern and other 'colleagues' at the internship site.
3. An over-abundance of non-professional work - answering phones, stapling, copying, filing, cleaning, etc.
4. Student lack of responsibility - missing work, being late too often, failing to complete projects, etc.
5. Personal problems or emotional problems that can hamper the intern's ability to function appropriately in the work environment.
6. Sexual harassment of the intern or by the intern.
7. Burnout brought on by overwork at the internship site and/or other places where the intern may have responsibilities.

Inaccurate assumptions. Assumptions can create problems between interns and supervisors

An intern might assume:

1. **Assumption:** I am a guest in the organization and should be treated as such.

Reality: The supervisor can expect the intern to become a contributing member of the organization. The intern will be told that time with the supervisor may be limited. The intern will be told he/she might have to be assertive and initiate discussion with the supervisor.

2. **Assumption:** This company should be grateful I am here.

Reality: The intern will be told the organization, especially the site supervisor, has to invest substantial time and effort to bring the intern up to speed as a productive member of the organization.

3. **Assumption:** Now I can get a chance to do what I want.

Reality: The student doesn't often have the experience or the time on site to take on substantial self-initiated projects. Often, the intern will only be able to complete the specific project responsibilities he/she has been assigned

4. **Assumption:** This is just like another class; therefore I can take off early, come in late, ask for days off.

Reality: The intern will assume the responsibilities of an employee; this is a professional experience.

5. **Assumption:** Now I can apply what I have learned.

Reality: The internship is an opportunity to test prior learning, but there is still much more to learn; application at this stage must be done with humility

A site supervisor might assume

1. **Assumption:** Interns know how to learn from listening, absorbing, observing, being in the environment.

Reality: The internship environment is unlike the classroom and student roles that interns know, they may need help to make the adjustment to this new kind of learning.

2. **Assumption:** Interns will appreciate the time I give them as a supervisor.

Reality: Interns may not even see the help; they expect help from teachers and advisors as a matter of course

3. **Assumption:** Interns will initiate and ask questions

Reality: Interns often don't know what to ask; they may not be used to being self-directed learners.

4. **Assumption:** Interns will understand the opportunity they have and will take advantage of this opportunity.

Reality: Often interns don't know enough about the organization, its mission, its resources, or its context to recognize opportunities and to take advantage of them without some guidance and assistance.

5. Assumption: Interns need continuous guidance.

Reality: Some interns need a lot of guidance; others do not. An individual's learning style, level of confidence and maturity, as well as the setting of the host organization, need to be taken into account when defining and negotiating the roles, expectations and amount of freedom and supervision that may be required.

6. Assumption: Interns will be eager and enthusiastic.

Reality: Sometimes enthusiasm and commitment are not what they should be, as noted in the previous list of dysfunctional assumptions by interns. Some students may be used to weekends off, variable class hours and "laid back" attendance policies, and constant change of pace. This will be addressed before the students come to your site.

UNIVERSITY OF CANTERBURY - HUMAN ETHICS COMMITTEE

APPLICATION FOR REVIEW AND APPROVAL

This form should be completed in the light of the Principles and Guidelines issued by the Human Ethics Committee. Applicants must read those before filling out the application form. The latest versions of both the Guidelines and the Application Form can be found on the website of the Human Ethics Committee website: <http://www.canterbury.ac.nz/humanethics>.

NOTE:- This electronic copy may not have sufficient space for completion of all parts of the form if downloaded as a blank copy of the application form. It is intended as a template for use by those staff and students who have access to a word processor. When typing in please type where the paragraph marks start after each question, not in the actual boxes.

Staff members are reminded that the guidelines and the application form are subject to ongoing review and revision.

At FARE SEND **twelve** printed or typed copies of the completed form - duly signed by applicant and supervisor - Head of Department and of the relevant documents referred to in questions 3, 7, 8, 9, 10, 11, 12 to the HUMAN SECRETARY, Level 6, The Registry.

1. PROJECT NAME: ARTS285 Internship

2. NAME OF APPLICANT: Dr Jessica Johnston

Contact Telephone No. 462212

UNIVERSITY DEPARTMENT for email contact address: (6055)

email address to monitor: jessica.johnston@canterbury.ac.nz

STATUS OF PROJECT: ARTS285 class course

SUPERVISOR: Dr Jessica Johnston

OTHER INVESTIGATORS:

SIGNED BY: Applicant: _____ Date: _____

1. (UO/SUPERVISOR) _____ Date: _____

A check page at the end of this application must also be signed by the applicant and, if the applicant is a student, by the applicant's supervisor

		Date when must be re- applied
1	(a) WILL THE PROJECT REQUIRE ETHICAL APPROVAL FROM OTHER BODIES? e.g. Health and Disability Ethics Committee If Yes please explain how this approval has been or will be obtained, enclosing copies of relevant correspondence. (b) WILL THE PROJECT REQUIRE APPROVAL FOR ACCESS TO THE PARTICIPANTS FROM OTHER INDIVIDUALS OR BODIES? (e.g. parents, guardians, school principals, teachers, boards, responsible authorities, etc.) If Yes please explain how this approval has been or will be obtained, enclosing copies of relevant correspondence. Site Advisers will detail the conception of their own internship project for their organisation. Site Advisers will be required to detail for their intern the specific access requirements for their organisation.	No Yes
2	(a) IS THE PROJECT BEING EXTERNALLY FUNDED? If Yes, please identify the source of funds. Similar to the School of Business and Economics, for-profit businesses will not be required to contribute money to Scholarships, which is then awarded to a specific student. For the CoA students, the money will only pay for the tuition of the course. It will not be a salary. They will not receive any money directly.	Yes/No
3	(a) IS THE PROJECT COMMISSIONED BY, OR CARRIED OUT, ON BEHALF OF AN EXTERNAL BODY? If Yes, please identify the body. ARTS995 internship is a joint endeavor between the College of Arts and Canterbury organisations.	Yes

A. DESCRIPTION OF THE PROJECT

Answer the following questions to indicate what is, at the moment, comprehensible to my project

4. AIM

(a) What is the objective of the project?
In the aim of measuring "progression through degrees and "learned competencies", the ARTS995 internship will specifically measure the College's graduate profile. Internships illuminate students' achievements and graduate attributes, the integration of "the students' specialized knowledge, skills, and their overall disciplinary knowledge".

(b) Describe the type of information sought.
The generalized objective of all projects will be to seek representative factual information and present that information back to the organization verbally and/or in a written format, as required.
Intellectual Property issues will be discussed during the first weeks of class. It will be made clear that all projects are the property of the organization.

(c) Give the specific hypothesis if any. To be filled in later.

5. PROCEDURE

Describe in general terms how the participants will be treated, what tasks they will be asked to perform, etc. Indicate how much time is likely to be required in carrying out the various tasks.

Each student will last 120 hours. In that time, the intern will research and collect

a project to the standards required by the organisation.

Within this time period, the intern will have participated in the "probe" work place of the organisation.

7. DOES THE PROJECT INVOLVE A QUESTIONNAIRE? No
 If Yes, please attach a copy (if possible).
 (Note:- The HEC does not normally approve a project which involves a questionnaire without seeing the questionnaire, although it may approve applications in some cases where the production of the questionnaire is delayed for good reason.)
8. DOES THE PROJECT INVOLVE A STRUCTURED INTERVIEW? No
 If Yes, please list the topics to be discussed with the questions to be used.
9. DOES THE PROJECT INVOLVE AN UNSTRUCTURED INTERVIEW? No
 If Yes, please list the range of topics likely to be discussed.
10. IF THE PROJECT INVOLVES AN INTERVIEW OF EITHER TYPE WILL IT BE RECORDED BY No
 OR No
 AUDIO-TAPE
 VIDEO / ARE?
11. WILL THE PARTICIPANTS BE OFFERED THE OPPORTUNITY TO REVIEW THE TRANSCRIPT OF THE INTERVIEW? NA

12. PARTICIPANTS

- 12.1 WHO ARE THE PARTICIPANTS?
 (interns will be interacting with employees in the probe domain at a work site)
- 12.2 HOW ARE THEY TO BE RECRUITED?
 No recruitment is required. All observations will be done as part of the public interaction of completing the project identified by the organisation.
- 12.3 WILL ANY FORM OF INDUCEMENT BE OFFERED? NA
 If Yes, always give details and a brief justification.
- 12.4 IF A SELECTION FROM A GROUP IS NECESSARY, HOW WILL IT BE MADE? NA
 (e.g. randomly, by age, gender, ethnic origin, other (please give details))
- 12.5 HOW MANY PARTICIPANTS (OF EACH CATEGORY, WHERE RELEVANT) DO YOU INTEND RECRUITING? NA

INFORMATION AND CONSENT

13. WHAT INFORMATION IS BEING GIVEN TO PROSPECTIVE PARTICIPANTS?
 Please attach a copy of the Information Sheet (in sheets if there are different measures of consent or if separate sessions, other than participants need to be introduced).
 The organisation's Head of HR and the site supervisor working with the intern will be given copies of the course requirements, protocols and the student learning contract. All are attached for your review.

(NOTE:- Projects which involve only an anonymous questionnaire may not necessarily require a separate information sheet, provided that the rubric of the questionnaire includes your name and contact number as well as the other points contained in the model shown in the GUIDELINES. In general, however, the HEC recommends that participants be given an information sheet, which they may retain, unless there are good reasons against such a procedure.)

17	HOW IS INFORMED CONSENT TO BE OBTAINED?	
(a)	The research is strictly <u>anonymous</u> , an information sheet is supplied and informed consent is implied by voluntary participation in filling out a questionnaire (include a copy of the rubric for the questionnaire as in Appendix C of the Guidelines)	NA
(b)	The research is not anonymous, but is <u>confidential</u> and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet)	NA
(c)	The research is <u>neither anonymous nor confidential</u> and informed consent will be obtained through a signed consent form (include a copy of the consent form and information sheet)	NA
(d)	Informed consent will not be necessary, as per either condition 1 (passive capacity) and provide details	Yes
	The research supervisor at the hosting organisation, the academic supervisor, the managing director, and the intern will sign a signed contract identifying protocols specific to the organisation, a draft of which will be given to the organisation's head of HR. The draft Letter of Agreement issued by the School of Business and Economics office is attached. A draft template of the protocols and the student learning contract are attached. Issues of confidentiality and consent are unique to each organisation. Dr. Mhairi Greenlaw has offered to conduct a seminar to fully cover ethical issues surrounding confidentiality and consent.	
(e)	Where confidentiality is promised, what will be done to ensure that the identities of participants cannot be shown by unauthorised persons? (e.g. use of pseudonyms, and blurring of identifying material)	NA

(Note:- Separate information sheets and consent forms may be required if there are different categories of participant, or if consent is needed from responsible persons, other than participants.)

12. ARE THE PARTICIPANTS COMPETENT TO GIVE INFORMED CONSENT ON THEIR OWN BEHALF? Yes
 If No, please explain:
 (a) why they are not competent to give informed consent on their own behalf?
 (b) how consent will be obtained?

13. RISK, DECEPTION, PRIVACY

13. WHERE WILL THE PROJECT BE CONDUCTED?
 In the public space of the organization. The organization will agree to provide each intern with a space to work, depending on the requirement of the actual project.

14. FORESEEABLE RISKS TO THE PARTICIPANTS

- (a) Is there any risk to physical well-being? No

- (b) Could participation involve mental stress or emotional distress? Yes

Supervising an intern could add stress to the supervisor's position. The interns could also become distressed when the work becomes too difficult. The process of dealing with workplace stress will be discussed with both supervisors and interns. Protocols are attached.

- (c) Is there a possibility of giving racial or cultural offense? Yes

An intern or supervisor could unknowingly generate racial and/or cultural offense. Instruction will be given prior to interns going into the workplace. If an offense occurs, protocols for dealing with workplace stress will be in place. It will have been discussed with both supervisors and interns prior to interns entering the site. Protocols are attached.

If the answer to any of those questions is "Yes", please indicate briefly the nature of the risk and what actions you could take, or support mechanisms you could rely on, if a participant should become injured, distressed or offended while taking part in this project.

15. IS DECEPTION INVOLVED AT ANY STAGE OF THE PROJECT? No

(NOTE: The use in the information sheet or consent form or questionnaire of a title which differs from the project title given in this application form, in order not to reveal the real aim of the project, is considered to be a form of deception - however mild.)

If Yes, please:

- (a) explain how and why it is to be used and how the participants will be 'debriefed' following their participation in the project
 (b) attach a copy of the debriefing sheet prepared for use by the researcher(s) for distribution to the participants after their participation in the project or after the completion of the project.

16. WILL INFORMATION ABOUT THE SUBJECTS BE OBTAINED FROM THIRD PARTIES? No

If Yes please state:

- (a) the identity of the third party or parties
 (b) why such information is needed
 (c) whether appropriate attempts to obtain the subject's information have been or will be obtained
 (d) whether the use of such data (if you received direct needs the consent of the participant).

(NOTE: It may happen that by virtue of your job, you have right of access to information concerning the participants. Such information may have been given by the participants for a particular purpose or

collected by yourself or colleagues in the normal course of your job. The use of such information for a quite different purpose (i.e., a research project culminating in some form of report) may well require that potential participants at least be informed that their agreement to participate may involve such use. The Information Privacy Principles should be consulted for guidance in this area.]

F DATA STORAGE AND FUTURE USE**F1 HOW WILL THE DATA BE STORED?**

(a) Where will the data with identifying information be securely stored?

There will be no data collection with identifying information that needs to be secured. The hosting organization will provide computers and work spaces for students. All information gathered will be publicly accessible within the public domain.

A seminar will be devoted to the issues surrounding data collection, secure storage, locked doors and password protected computers. Dr. Michael Grimshaw has agreed to run this seminar.

(b) Where will the data with no identifying information be securely stored?

Students will not be working on confidential documents or with information that needs to be secured. The hosting organization will provide computers and work spaces for students. All information gathered will be publicly accessible and in the public domain.

A seminar will be devoted to the issues surrounding data collection, secure storage, locked doors and password protected computers and its importance to confidentiality and consent. Dr. Michael Grimshaw has agreed to run this seminar.

Note: All storage facilities should be locked and should be in rooms which can be locked.

(c) Who will have authorized access to the data?

The student, the co-supervisor, the Academic Supervisor and the institution director.

(d) What will be done to ensure that unauthorized persons do not have access to the data?

Students will not be working on confidential documents or with information that needs to be secured. The hosting organization will provide computers and work spaces for students. Everyone will follow organization's protocols. All information gathered will be publicly accessible and in the public domain.

A seminar will be devoted to the issues surrounding data collection, secure storage, locked doors and password protected computers. Dr. Michael Grimshaw has agreed to run this seminar.

(e) What will happen to the raw data at the end of the project?
It will be retained within the hosting organization.

(f) WHAT PLANS DO YOU HAVE FOR PUBLICATION OF THE DATA?
NONE

(g) ARE THERE PLANS FOR FUTURE USE OF THE DATA BEYOND THOSE
ALREADY DESCRIBED?

No

If Yes, please describe the future use.

[NOTE: It may be the case that such future use should properly involve the production of an appropriate later date of additional information sheets and/or consent forms prior to such use. In that case, copies of those additional documents should be sent to the Human Ethics Committee, along with a covering letter referring to the present project, for HEC approval.]

C CHECK LIST

Please check the following items before sending the completed form to the Committee.
Circle N.A. (i.e., Not Applicable, where appropriate).

- | | |
|---|----------------------------------|
| All the necessary signatures on page 1 have been obtained. | ☐ |
| All the necessary approvals under Q 3 have been obtained or written subject of correspondence of which copies are attached. | ☐ or N.A. |
| A copy of any questionnaire, with an appropriate rubric at the beginning or accompanied by an appropriate covering page, is attached. | ☐ or N.A. |
| A list of interview topics and, for a structured interview, a reasonably detailed list of questions, is attached. | ☐ or N.A. |
| A copy of any advertisement, of notice, or informative letter asking for volunteers is attached. | ☐ or N.A. |
| A copy of each information sheet required is attached. | ☐ or N.A. |
| A copy of each consent form required is attached. | ☐ or N.A. |
| A copy of the required debriefing sheet is attached. | ☐ or N.A. |

Attention to the preceding check list is intended to ensure that the application and its documentation have been thoroughly reviewed by the applicant and (where applicable) by the supervisor and that the preparation of the project is up to the standard expected of and by the University of Canterbury.

The signature of the applicant will be understood to imply that the applicant has designed the project and prepared the application with due regard to the principles and guidelines of the HEC, that all the questions in the application form have been duly answered and that the necessary documentation has been properly formulated and checked.

APPLICANT'S NAME &
and SIGNATURE

The signature of the supervisor will be understood to imply in addition that, in the judgment of the supervisor, the design and documentation are of a standard appropriate for a research project carried out in the name of the University of Canterbury or for training in such research.

SUPERVISOR'S NAME
and SIGNATURE

For HEC
Comments

Recommended action

- (1) Approve
- (2) Approve subject to some minor change (FY)
- (3) Refuse approval until applicant writes, supports a fully completed response report
- (4) Withdraw approval and return the application to, consulting and re-submitting
- (5) Refer the application to and consider it as the applicant's sole responsibility
- (6) Refer the application to another authority (e.g., Department of Statistics, etc.) (rare)

Signature of HEC Chairperson

**Student Learning Contract:
Code of Conduct Requirements for Students
Agreement Form for ARTS395 Internship**



I have been informed of the code of conduct expected of this intern placement and I understand the following:

- 1) Students are required to act with professionalism *at all times* on placement. In addition students agree to abide by the office supervisor's regulations for conduct and health and safety.**
- 2) The assessment work is under the overall guidance and approval of your academic supervisor, and the Internship Director, Dr. Jessica Johnston. While ARTS395 Internship is an elective stage 3 course, when on location the student follows day to day direction and office protocols established by the student's site supervisor.**
- 3) Chatham house rule applies to all research work on placement - material may be used for your own personal study and research purposes only and must not be attributed or discussed except as authorised by your site supervisor. No recording devices of any kind including cell phones are to be used to record interviews other than for purposes authorised by your site supervisor.**
- 4) Any issues of concern should be discussed with the site supervisor and academic supervisor, then if required with the Internship Director. A breach of privacy is regarded as a disciplinary matter and the matter will be referred to the University disciplinary procedures.**
- 5) Students are expected to work regularly and maintain a regular contact by way of an agreed set of 3 milestone dates with the site supervisor to report on progress. An agreement can be reached if material contained within any final assessment is embargoed. Please discuss with Internship Director.**

I have read and understand the above code requirements. I agree to abide by them at all times.

Name (Please Print):

Signature:

ARTS395 Internship

Pre-Site Presentation Guidelines

Pre-Site Presentation

Before entering your organisation, you must do some in-depth research on the organisation and how your specific project will contribute to its mission statement. In consultation with your academic adviser, you will 'gear up' the necessary background information and skills in order to make a valuable contribution to your project. You will give an overview of this information to the class in a presentation.

Objectives:

1. To familiarise audience with your project
2. To practice presentation skills
 - a. Read Presentation Guidelines
 - b. Prioritize animating slides/objects in Powerpoint for effective communication

Topics

Things to cover (in any order):

- Introduce yourself: major, minors
- Introduce your project and your role, your suitability for the project
- Give an overview of the professional field your organisation is part of, explain where your organisation fits into the general scheme, and describe the organisation and the department you are working in.
- Identify the aims and objectives of your organisation, and of your department.
- Outline the organisation's management structure, and describe the roles of the people in your department that you will be interacting with
- Identify 2 or 3 political issues/tensions surrounding your organization that interest you
- Aim for a 6 minute presentation

10% of total grade

ARTS395 Internship Issues Presentation Presentation Guidelines

Presentation

Having been working on-site with your organisation, you now have more in-depth insight into the workings of your organisation. You will give an overview of this information to the class in a presentation identifying how you are contributing to your project weaving your contribution with the social and political issues related to your project. Develop a critical theoretical insight.

Objectives:

1. To familiarise audience with your project to date
2. To highlight issues you have solved
3. To identify problems yet to be resolved
4. Present theory in an accessible format with specific application to your site
5. To improve on practice presentation skills
 - a. Demonstrate understanding of Presentation Guidelines
 - b. Prioritize animating slides/objects in Powerpoint for effective communication

Topics

Things to cover (in any order):

- Introduce your project and your role
- Identify issues that have been solved and issues still left to be resolved
- Theoretical orientation that fits your project
- Maximum 8 minute presentation

10% of total grade

ARTS395 Internship FINAL Presentation Presentation Guidelines

Presentation

This is your final presentation of your project. Each intern will have 8 minutes to discuss their project highlighting key/interesting theories, the end results and outcomes, allowing 2 minutes at the end for questions. This presentation can be similar to (but probably shorter and hopefully more theoretical than) your final presentation given to your site adviser.

Objectives:

1. To familiarise audience with final results of your project
2. To demonstrate the links between theory and practice
3. To highlight issues you have solved
4. To demonstrate your presentation skills:
 - a. Theory that is accessible through specific examples from your site
 - b. Understanding of Presentation Guidelines
 - c. Ability to successfully animate slides/objects in PowerPoint for effective communication

Topics

Things to cover (in any order):

- Introduce yourself and your project
- Highlight theory, method and evidence discovered in the project
- Identify the major project outcomes
- Identify what surprised you
- Identify issues that still need to be solved (future research)
- Demonstrate how your project contributes to the organisation's goals
- Identify what you learned about your major, about yourself

Please include a thank you to your site and academic advisers

Maximum 8 minute presentation with the additional 2 minutes for questions.

10 % of total grade

Presentation Evaluation #1

Intern's Name

Date

What did this intern do that was effective? (eye contact, Powerpoint slides, humor, introduction...)

From your perspective as an audience member, what can this intern do to improve their presentation skills? (eye contact, Powerpoint slides, humor, introduction...)

Issue Presentation Evaluation

Intern's Name

Date

What did the intern do that was effective? (eye contact, Powerpoint slides, humour, issues/theory, ...)

From your perspective as an audience member, what can this intern do to improve their presentation skills? (eye contact, Powerpoint slides, humour, issues/theory, ...)

FINAL Presentation Evaluation

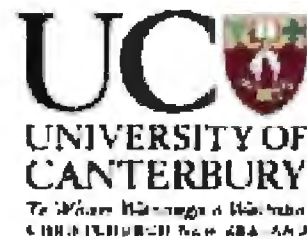
Intern's Name

Date:

In their Final Presentation, what did the intern do that **was** effective? (eye contact, Powerpoint slides, humour, theory, political/social context of site **work**, integration of project outcomes...)

From your perspective **as an audience member**, what **can** this intern do to improve their presentation skills? (eye contact, Powerpoint slides, humour, theory, political/social context of site work, integration of project outcomes...)

ARTS396 Internship STARR Report



There have been numerous studies across the world to define the most important non-technical competencies needed by a graduate (Fleming, Zinn & Ferkins, 2008; Bell et al. 2007). Commonly desirable attributes include:

- The ability and willingness to learn;
- The ability to prioritise tasks and organise effectively;
- The ability to take responsibility and make decisions;
- The ability to solve problems;
- The ability to communicate interpersonally;
- The ability to work as a team.

Please analyse a scene/incident at your project site through the STARR lens.

Situation:

Description of situation:

- Who
- What
- When
- Where
- Why

Task:

- What is the task
- Describe what was expected;
- What was required;
- Where did the information about the task come from

Action:

- What did you do;
- How did you do it;
- What resources did you draw upon;
- How long did it take;
- Which of your abilities did you use – give examples (by end of the project you should have an example of all of these)

Communication:

- Personal (one on one)
- Work (task specific)
- Academic (translation of theory into productive solution)
- Community (connect to organisational field)
- Creativity (generating and explaining new ideas)

Critical Thinking

Leadership: take responsibility and make decisions

Problem-solving (little, daily, or crisis)

Team work

Technical

Action plan for future?

Result:

- What was achieved – describe; numbers as evidence?
- What was the overall outcome – describe
- Evidence of your ability to learn

Reflection:

- How does the course reading for this week support or challenge the STARR experience? Be specific and directly connect readings/authors with your descriptions above.
- In what way could the scene/incident become socially/culturally transformative.

First STARR Report

Read over the STARR report framework, then write up an experience that you can analyse. The most important aspect is to connect the situation, the task, the action and the result with your reflection. The reflection must include a quote from your readings. Below is a quote that can be used as a way to reflect on your experience.

The trainees' constructions of a need, on occasions, to be silent illustrates that they had become 'the principle of [their] own subjection' (Foucault 1977: 203), and accommodative to the power inherent in organizationally located discursive practices. Yet, while communication as discursive action enacts and reproduces power structures that both privilege and oppress, this is, at best, only a partial explanation for the extracts we have considered. It needs, first, to be complemented by an understanding that silence not only marginalizes but can also express protection, resistance and defiance, and even afford 'opportunities for emancipation' (Clair 1998: 20) (Brown, p 12).

If you find another quote in this article or another one that better aides in your reflection, feel free to use it.

If you think nothing really happened during your first weeks, then make an appointment with Jessica so we can talk about your work site.

If you have any questions, it is best to ask them in the Open Forum because I'm many others will have the same question or problems.

Second STARR Report

For this STARR report, I would like you to think about an experience where you demonstrated a unique age, gender, race, ethnic, knowledge, etc.. insight. How did your unique social location contribute to your personal insight about yourself and/or make a real world difference to your project and/or to the organisation? This can be a private realization or it can have a more public component.

Here are some quotes to work with, pick one of these or if you think another quote from one of the readings can contribute to your reflection, please feel free to use it.

The dominant discourse defining the scope of work is still rooted in the notion that only financially remunerated activities constitute 'work'. Parent-work is not embraced by this discourse. Hence, breaks in paid market-employment for the fulfillment of parental responsibilities are considered 'gaps' in one's employment history, for which a wage penalty may be exacted because of an alleged deterioration in one's human capital (c.f. Miree and Frieze, 1999). Although the discourse presents as inherently gender neutral, as it is primarily women who maintain responsibility for familial 'work' when engaged in market 'work', the designation 'employee' is a proxy for 'female employee', or more particularly, 'working mother' (Runte pg 241) .

Third wave whiteness makes these contradictions explicit by acknowledging the relational, contextual and situational ways in which white privilege can be at the same time a taken-for-granted entitlement, a desired social status, a perceived source of victimization and a tenuous situational identity. It is these white inflections, the nuanced and locally specific ways in which whiteness as a form of power is defined, deployed, performed, policed and reinvented that is the central focus of third wave whiteness (Twine, pg 7).

Third STARR Report

We are all schooled in the art of obedience to authority and accepting structures as they are. So, for this STARR report, we are going to the "dark side." The question for this STARR report focuses on how your organisation fits in with the larger social and economic environment. All organisations, even if they are a community service organisation or a government office, must take into account the economic environment within which they must work and survive. Your project in this sense is not value-neutral. It is located within an industry that must cooperate for its existence with the larger financial structures. In this STARR report you should address an experience/insight that highlights your awareness of how your organisation/your project reproduces, interacts or negotiates with a profit orientation. Below is a suggested quote that can be used in your STARR report. Feel free to choose a different quote if you find one that is more applicable.

Contrary to the consensus view, the rapid expansion of higher education does not reflect the demand for high-skilled jobs but credential inflation, as students extend their education in an attempt to improve their job prospects. For those from disadvantaged backgrounds such attempts are largely futile as the best jobs are often assigned to social elites with the appropriate cultural capital (Bourdieu & Passeron, 1964; Collins, 1979). Social background remains of major importance in explaining who gets access to fast-track graduate programmes. Finally, from a conflict view much of the talk about the development of employability skills, especially personal and social skills, is a reflection of a mismatch between credentialism and the realities of knowledge capitalism. As more and more contestants enter the labour market with graduate qualifications the value of credentials as a screening device declines. Therefore, personal qualities are emphasised in an attempt to legitimate the reproduction of inequalities, rather than improve productivity (Brown pp 115).

STARR Report

74th Example

Situation

First day at the site. I had to find my adviser as I did not know where she would meet me as she was sick the week before. It was Friday, and I was due to start at 1pm. When we eventually met (in reality it was about 10 minutes wait) she brought me down to the [] where I was to begin my research.

Task

The task was to find out as much information as I could on []. I was to determine who made it and where it was made, what it was used for, where they obtained the materials, and any other information I could find. I was to search for information in the [].

Action

So, my adviser left me, and I began my search for information. Thankfully the site has a nice layout so I could begin my search by looking through their listings and determining what I believed would be of help for me. I was to be in there from 1-4.30pm, and answered as much as I could. During my time there, I had to use proper communication, and learn their way of doing things, to nicely ask the assistants to help me, I could also ask their advice as to whether they thought I was on the right track. Mostly, I read resources, and determined from there which ones I should read next. From this, I had to make decisions and take responsibility for the information I disregarded.

Result

By the end of the day (4.30pm), I had obtained a fair amount of information. From here, I went to the computer that they had set up for interns, and began to write up my results. I had 2 pages worth of specific information, and answered four out of the five questions they had given me.

Reflection

I think that the reading for this week highlights my experience, as it discusses the need for choice and responsibility being highlighted. I have chosen a quote that highlights these actions, and their relation to governing bodies. It is from pg 285

"Choice is exercised and dependent on a rational assessment of costs and benefits in order to maximize investment."

From this, we can see that it is in our choices and responsibility taken for them, that we can attempt to better ourselves in the workplace and the "real" world, and its ways of doing things.

Why this STARR report is a C

Remember, the personal is political

The entire description is superficial and focused on the “facts” of the day. There is no sense of anyone’s social location or identity – gender, race, class, or ability. There is no “tension” identified in the tasks or the situation or the results. In this area of the description, ideas from lectures and readings could be brought in to frame the “facts.” Self-reflexively, this STARR report could have discussed organisational norms of research, articulated the hierarchies, compliance/resistance, or verbal and non-verbal behaviours, silences and spaces for talking. What was going on during the 10 minutes of waiting? Much more needed to be thought about and highlighted in this STARR Report

Also, the Bansal article (see supplement readings) cited here actually critiques the basic assumptions grounding discourses of “choice” and “responsibility.” He identifies how pervasive these assumption are, and the power attached to the whole “cost and benefits” analysis of education . We are taught to “maximizing investment,” turning ourselves into identities available/wanted in the employment marketplace. In this dominant culture view, education is valued an investment, the credential is the product, students/interns become human capital to be trained to adapt to the needs of the economy.

Here the intern in fact seems to actually promote her/himself through their wanted skills. The internship becomes subordinate to economic ends. Extending this argument, universities, become a “diploma mills,” churning out people ready for employment.

Another view of education however is that it is not just training, but a space and time for reflection on society, to purposely analyse how education and work are never neutral experiences, and are usually organized and regulated to support current economic segregations in relationship to social class, age, gender, race, geography. Education and work could be accomplished differently if “maximizing investment” was not the main criteria.

So this reflection section merely reproduced the dominant discourse on “choice” and “responsibility.” The reflection cited the section where Bansal describes the dominant discourse, rather than where he analyses and critiques it. A more thorough and detailed reading of the article was necessary.

STARR Report 2

Based on Template 2

SITUATION:

The question asks us to consider a situation where we demonstrated a unique insight into our project due to our age, ethnicity etc and consider how this contributes to personal insight about myself, or made a real world difference to either the project or the organization. In my internship with [ORGANISATION] I have found myself in a constant unique social location as my experience and training is of a very different nature when compared to the rest of the employees. Due to my difference in training I have been able to consider the use of media by [ORGANISATION] with a unique perspective based on my different knowledge and background in arts, which is mainly oriented around qualitative and abstract theories as opposed to the hard facts of science and commerce. This became increasingly evident in a meeting I had with the CEO of [ORGANISATION], in which I detailed observations and theories that I deemed relevant that had not been considered by the organization previously. These observations and theories included the importance of network theories and information rich possibilities which could have a real world impact for the organization and for my project. If these theories are properly executed and utilized, and their potential understood, they have the ability to raise the public profile of [ORGANISATION]. However, in voicing my opinions I found myself in a position in which I had little or no power to enact this change. In this sense though my unique social location has the potential to have a real world impact on both my project and organization, this potential is limited by an inherent power imbalance, in which I have no power and therefore no ability to ensure the successful influence of these ideas.

Comment [311]: Great summary

TASK:

I was expected to undertake research which I thought would be relevant and applicable to [ORGANISATION]'s current use of new media forms and that might suggest a way forward. I then had to present these findings in a meeting with my site advisor to conclude what theories he wanted me to continue researching and what theories and observations he did not agree with or wanted to challenge. Within this task I set myself goals of shaping my research and observations in a way that would be well received by the CEO. I had to shape criticisms of the current media use in a way that presents them as potential improvements, as opposed to weaknesses which he may be offended by. I also had to present my proposal of theories that I felt most relevant in a way that made them appealing to the CEO, so that I could have the potential to apply these theories and enact real world change.

ACTION:

To do this, I first thoroughly researched the key media theories which I saw as being relevant to [ORGANISATION]'s use of new media. I utilized previous knowledge from COMS22 to identify key media theories, and investigated as to whether these theories could be applied to [ORGANISATION]'s real use of social media. I finally settled on utilizing the two major theories of networking and the information rich, while exploring sub topics of smart mobs and other potentials of social media. In undertaking initial research before my initial presentation I ensured that I was thoroughly prepared to present my ideas with academic evidence to back up my suggestions. By

Comment [312]: Great

Comment [313]: Good!

Comment [314]: Excellent

doing this I hoped that I would therefore enter the meeting with more authority and be able to capitalize on my unique position provided by knowledge. I then applied this theory to physical evidence which I found on [ORGANISATION]'s online media platforms to ensure that the theory was not presented in abstract, therefore making it more accessible to the CEO. In doing this, I aimed to highlight the weaknesses I had observed with regard to the theory in an attempt to portray areas of improvement without overstepping boundaries and risking offence to the CEO. This also ensured that my ideas were presented in a manner that meant that weaknesses were seen as improvements, and all ideas were followed up by relevant and accessible academic research. I drew upon a number of resources to do this, including pre-planning of our meeting to ensure that the meeting would run smoothly. I also used academic literature combined with real world knowledge, and attempted to capitalize on my possession of unique and potentially helpful knowledge despite the power imbalance which meant that these ideas did not need to be considered by the CEO.

I developed a number of skills when doing this. First and foremost I developed my communication skills. By having to ensure that ideas were presented in an appropriate, verbal manner, my verbal communication had to be clear, concise and my information had to be presented with the right tone. I further learned how to conduct myself in a professional manner and how to overcome fears of communicating to those who are in a superior position of power. I did this by harnessing the value of practice, and of presenting information to a different audience first. My academic communication was also enhanced as I had to translate theory into an accessible manner which could be easily and effectively applied and communicated to my site. Both my critical thinking and problem solving skills developed when faced with the challenge of presenting weaknesses of the current media strategy in a non-confrontational tone. I had to consider how best to approach this and how to solve the obstacles that were placed in front of me due to the power imbalance. All in all, this situation provided me with a greater understanding of how to conduct myself in a position in which I have little or no power, but at the same time could offer great potential due to a unique positioning in relation to the situation.

RESULT:

I believe I managed to effectively communicate my information in my meeting in a manner which meant that my ideas were generally well-received and appreciated. Evidence of this positive result is that parts of some of the theories suggested were seen as initially acceptable and applicable by the CEO, and areas for improvement were reasonably well received. This shows that I had successfully presented a somewhat problematic topic, and by carefully utilizing my unique position given to me by knowledge, I managed to negate the potential that the ideas may not be well received as they are ultimately critiques of what [ORGANISATION] is currently doing in the online media sphere. By doing this I now have a greater appreciation for how necessary presentation of information is and how this can influence a final outcome. I also believe that by negating the potential negative repercussions, I have also had the chance to make a real world difference to both my project and the greater organization as a whole, as these theories could be used to lift the profile of [ORGANISATION], which in turn may help enact the change that they are after in public policy.

REFLECTION:

I think this activity could be considered firstly through the lens of silencing and using the Brown article. Unlike my first STARR report, through this task I challenged the prescribed notions and

Comment [JJ5]: It

Comment [JJ6]: It's interesting when those in power do not recognise, have a different perspective of the power inherent in your social location

Comment [JJ7]: Concrete examples are always good.

Comment [JJ8]: Excellent skill to learn!!

Comment [JJ9]: Another great skill

Comment [JJ10]: Bravo!!

Comment [JJ11]: Bravo!!

methods of silencing by applying what I had learnt by my earlier experience. I presented all areas of my critique to John in a manner which meant that my ideas were well received. In this sense I manipulated the power imbalance on which silencing is dependent on through the unique knowledge that I held and having thorough research to back up my points. Therefore in this exercise I harnessed the weaknesses of silencing which Brown discusses. As written in the conclusion "We have shown that despite the power of corporate ideologies, hegemony is never absolute and moreover resistance and change are not only possible but continuously happening." I believe in using my unique social location given to me through knowledge I successfully managed to undertake a small form of resistance that Brown discusses here.

Comment [JJ12]: Well done!!

Comment [JJ13]: Yippee!!

In many ways I do agree that reality contrasts with discourses that have produced a view of organizations as inclusive and pluralistic. However, I also agree that this can and has been challenged.

This task also drew me to consider the ideas discussed in the employability article by Brown, Hesketh and Williams. Though right now I have found myself in a unique position in which knowledge helped me succeed, this knowledge will not always remain unique. The ideas discussed about employability being relative in comparison to those around you, show how it is vital to utilize a unique position when it is offered, and to ensure that this unique position is utilized in a way that ensures

ARTS395 Internship Portfolio



According to theories of higher education, in-depth and beneficial knowledge is obtained through independent learning, research and self-discovery, not being spoon-fed material in the form of factual knowledge. The specific purpose of Jessica's section of this course is to help you become both more job-ready AND develop a critical awareness of organisation structures and priorities. This assessment draws upon both these priorities, allowing you the opportunity to engage critically with organisation discourses, while also exploring yourself as a future interviewee and employee. The assessment is formatted to help use/analyse your internship experience as a productive and theoretically insightful experience.

The questions below are typically asked in job interviews. You are to pick 2 of these questions. Answer each question using a separate STARR report as your source. Specifically, use your own STARR content as the resource for your answer to the interview question. Each answer to the interview questions should be no more than 250 words. (If you think you have a better answer than one based on a STARR report, please ask Jessica)

After answering 2 interview questions, you will also need to write an analysis of your answers. Drawing on at least two of Jessica's theoretical course readings, demonstrate how your answer reflects relevant course themes. From an end of the semester perspective, what are the significant concepts in your answer to the interview question? Please use quotes from Jessica's readings and fully develop the links between your answers and the texts. You can analyse your interview answer for its reproduction of hegemonic values. You can even critique the reading(s) for their irrelevance. Drawing on other sources for your analysis provided by your academic adviser or discovered in your research for your project is also acceptable, as long as Jessica's material is also included. Each analysis of your answer to an interview question should be more than 500- words each.

Evaluation

Your answer to the interview questions will be evaluated based on how well you frame and utilise your own STARR content. Are you framing your answer based on an evidence-based solution? Has your answer addressed the interview question by including specifics from your report? Have you got the balance right between informing and boasting? Using first-person, "I did..." "My responsibility..." is expected.

The evaluation of your analysis of your own answer will be based on how well you apply course concepts. The objective of the analysis is to integrate your experience with the course theoretical material, entwining practice with theory. You should demonstrate the absorption of course theoretical orientations from the end-of-course vantage point. What do you understand now that you did not before? You can use the section to expand on and demonstrate a more comprehensive understanding of your original reflection. If you'd like to work with your original reflection that you now consider to be superficial or one that merely reproduces a discourse, you can include it and critique your original reflection through course concepts. Each analysis needs to include/apply a quote from the Jessica's reading/lectures, with appropriate referencing. Your analysis is the documentation of your ability to:

1. Understand theoretical conceptualisations
2. Apply relevant course material
3. Reflect on the applicability of course material to your experience
4. Critique or apply course theories
5. Analyse/Critique yourself

Due: One week after Academic Adviser's Final Assessment.

Interview Questions:

1. How do you handle day 1st?
2. Provide an example of your problem-solving approach.
3. How do you deal with your most difficult work situation? What happened and why?
4. Tell me about a time that you participated in a team. What was your role?
5. Tell me about a time when you were faced with conflicting priorities. How did you determine the top priority?
6. How do you handle stress and pressure?
7. What are your strengths and weaknesses?
8. Has your education prepared you for your career?
9. Did you encounter any conflict in a work environment? What were the steps taken to resolve this issue?
10. (Make up your own question.)

Milestone Review Midterm

Name:

Project:

Advisers:

Total Hours so far:

How did you spend most of those hours?

Hours remaining for project:

What else needs to be done on the project?

What problems/solutions do you foresee?

Bachelor of Arts Internships



The Bachelor of Arts internship is specifically designed to be project based and structured in cooperation with you to achieve your outcomes. Our interns can provide support for your current projects, expedite your wish-list projects, or analyse behind-the-scenes research for future projects. Our interns are uniquely equipped to write well, ask good questions, think critically, research answers, present information succinctly, and work effectively with others. All part and parcel of the B.A. degree.

Outline of Internships:

- 1) Project-based: analyse a real-world need in an organisation
 - Intern produces a product for your organisation (e.g. media analysis report, archival research, science or policy research, etc)
 - 150 hours devoted to accomplish this specific project
 - Time allotment of 150 hours is flexible, dependent upon project:
 - semester one or semester two
 - short term (one or two months)
 - during semester break
 - summer
 - full year
- 2) You will need to develop a specific project-synopsis in coordination with a UC academic subject specialist/advisor
 - Students apply for the specifically defined projects
 - Projects are advertised on UC Career Hub, Internship Website and relevant BA majors websites
 - Each project has measurable milestones and an end-product due date
- 3) Students will be selected by your organisation and the project's academic specialist/advisor based on their applications, references and interviews
- 4) University Course titled 'ARTS3116 Internship'
 - Stage 3 University Credit (also 150 hours)
 - Students required to do weekly readings, online discussions, and reflective essays in course
 - Site adviser evaluation of intern's project contributes 20% towards total grade
- 5) Costs:
 - For-Profit: \$3,000 sponsor intern through UC Foundations
 - Not-for-Profit: \$2,000 donated to UC Foundations
 - Community Organisations who cannot afford payment may apply for funding grants through College of Arts
 - Student's tuition for course is then paid through UC Foundations (currently \$1191)

The accrued funds cover College administrative costs and provide grants for community organisation applications.

Discussion Points:

1. Ideas for projects? Do you have a wish-list of yet-to-be-completed projects? Future ideas?
2. What are some current needs of your organisation?

The University of Canterbury's Bachelor of Arts internship course can provide you and your organisation with top students and academic advisors from its entire range of disciplines and subjects.

List of Bachelor of Arts Subjects

1. American Studies	11. European Studies	21. Music
2. Anthropology	12. French	22. Philosophy
3. Art History	13. Geography	23. Political Science
4. Chinese	14. German	24. Psychology
5. Cinema Studies	15. History	25. Russian
6. Classics	16. Human Services	26. Sociology
7. Cultural Studies	17. Japanese	27. Spanish
8. Economics	18. Linguistics	28. Theatre & Film Studies
9. Education	19. Maori	
10. English	20. Media & Communication	

The Bachelor of Arts Internships are not merely job training or work experience in an office, but are project-based with specific and clearly defined end results. They are purposely designed to meet a current organisational need and thus can work in with or around your busiest times, supporting your endeavours. Organisations hire the top students selected from a Arts-wide competition. This selection process ensures "the fit" between students, organisations and projects. Bachelor of Arts students are unique in that they have strong verbal and written communication skills and the ability to analyse and think creatively. They are also eager to apply their knowledge in the "real world." The internship course includes an academic component, with interns working under the supervision of a specialist lecturer within the College and earning stage three credit for the course.

Sample Projects

- New Zealand Manufacturers and Exporters Association: NZMEA's Use of Social Media
- The Press - Audit of The Christchurch Press Historic Materials
- Café 101: Social Impact Assessment of Café 101
- College of Midwifery: Tertiary Women's Perceptions of Midwifery
- Confucius Institute: Chinese Language and Culture Ambassador to Local Schools
- The Collaborative for Research and Training in Youth Health and Development: Youth Report Editor
- The Howard League for Penal Reform: Analysis of prisoners' connections with the League from 1998-2008
- MPARG: Development of New Zealand audience panel
- Eating Awareness Team: Evaluation of Connections in Mental Health Sector
- Canterbury Museum:
 - History Education Resources
 - Antarctic Collection
 - Southern Alps Exhibition
- The Disarmament and Security Centre (DSC): Social Media and Conflict Resolution

For more information contact: artinternships@canterbury.ac.nz or call 364 2255
Please look at our Website at: www.canterbury.ac.nz/artinternships

Top Ten Most Frequently Asked Questions:

1. Does ARTS395 count towards my major?

ARTS395 is an elective that counts towards your Bachelor of Arts degree, but does not fulfil any requirement towards a specific major or minor. It contributes to the requirement of 360 points needed to graduate, and the 300 points need in your B.A.

2. Can I create my own internship?

Yes. If you find an organisation that would like to have you as their intern to work on a project, and you would like to get course credit for it, please contact the Internship Director.

3. Can I enrol in ARTS395 now?

No. ARTS395 has limited enrolments. You must submit an application (http://www.arts.canterbury.ac.nz/internships/documents/student_application.pdf) and selected by an interview panel before you can enrol in ARTS395.

4. Can I do an internship while overseas?

Beginning in 2011, the answer to this question will be yes. Please contact the Internship Director for further information.

5. Is the workload for ARTS395 really heavy? Do I need to drop a class?

The workload for ARTS395 is significant but within the bounds of a normal Stage 3 paper. A version of the course syllabus is on this site.

6. Can I apply for multiple internships?

Yes. We suggest however that you customize each application for the specific placement. For help with applications and interviews contact UC Careers: http://www.canterbury.ac.nz/careers/uccareerhub_for_students.shtml

7. Are the internships paid?

Organisations are charged a sliding scale depending on whether they are for-profit, non-profit, or a community organisation. While you will not receive any direct payment, your tuition for ARTS395 will be reimbursed to you after you complete the course.

8. What is the timetable for ARTS395?

Class times are organised around the timetables of the successful candidates.

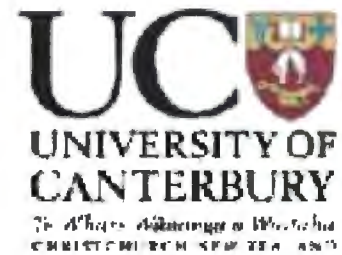
9. Can I get help writing my CV?

Yes. UC Careers runs workshops and one-on-one assistance for CV writing. Please see their website: http://www.canterbury.ac.nz/careers/uccareerhub_for_students.shtml

10. Can I do an internship as an Honours course?

ARTS395 is a stage 3 paper and will not be run as an Honours course. If Honours students would like to enrol in ARTS395, they will get stage 3 credit.

Arts395 Internship



Thank you for considering enrolling in the B.A internship. Below is an overview of the internships and what is required from students.

Course Aims:

- To develop students' awareness of their value as Arts graduates.
- To complete a project that is viewed as meaningful, productive, useful and timely by both the student and an organisation.

Learning Outcomes:

By the end of the course, students will be able to:

- Recognise, analyse and apply knowledge within their majors to a real world project.
- Evaluate the structures and processes that shape practices and conditions in organisations.

Internships:

- Project-based, emerging out of a need determined by an organisation.
- Project Descriptions are finalised in negotiation with the site adviser and the project's academic adviser. The academic adviser ensures the requirements are suitable for a stage 3 course in his/her subject area.
- Selection Criteria
 - Student Registration
 - Application
 - References
 - Interview
- Overview of Course (draft syllabus on website)
 - Limited Enrolment based on successful applications and interviews
 - 300hrs = 150hrs on project + 150hrs in course
 - First few weeks of class:
 - Seminars with Jessica on confidentiality, privacy issues, organisation studies.
 - Student meets with their academic adviser to discuss readings and up-skilling on methods/background of project.
 - After first few weeks and throughout the semester, online discussions with Jessica on general theories of organisations.
 - Progress meetings with site and academic advisers at project milestones to evaluate/revise goals.
- Assessment of ARTS395
 - 20% marked by site adviser
 - 40% marked by academic adviser
 - 40% marked by Jessica

Organisations:

- For-Profit: \$3,000 donated to UC Foundations.
- Not-for Profit: \$2,000 donated to UC Foundations.
- Community Organisations who cannot afford payment may apply for funding grants through College of Arts.
- Student's tuition for course is reimbursed through UC Foundations (currently \$1045.00).

The accrued funds cover College administrative costs and provide grants for community organisation applications.

Any questions, please ask Jessica Johnston or Gwen Standing: 364 2353 or artsinternships@canterbury.ac.nz.

Discussion Objectives:

When you need to make sense of the multi-layered and seemingly infinite complexities of issues surrounding your project, and then have to figure out how and where to speak up and make a difference, research assumes a vitality and urgency radically different from the skills and frame of mind associated with writing long papers about ready-made topics in a tightly prescribed format typical of most uni papers. I would like you to bring that sense of currency, complexity and vitality to our discussions here. Thinking about your major area of study and your site selection, you bring to all discussions a unique perspective that contributes to enhance the level and insight of all of us.

- Your knowledge of ethical issues and standards in your discipline/industry
- Your appreciation of the philosophical and social contexts of your discipline/industry
- Your awareness and understanding of alternative perspectives experienced within your discipline/industry
- Your ability to evaluate the perspectives and opinions of others
- Your understanding of social and civic responsibility

I would like you to analyse each other discussions, bringing in your unique perspectives. In a democracy, we have the ability to disagree with others, to respect diverse opinions, to listen to perspectives dissimilar to our own, to challenge alternative orientations. In this sense, I would like us all to play devil's advocates with each other. I especially value your ability to suggest oppositional viewpoints to dominant cultural ideals. Fear of conflict has no place in a democratic polity. Pluralism involved challenging each other's positions. That said, I would also like you to be cheerleaders for each other, supporting the highs and lows each of you experience on your projects. No one else understands and shares your perspective of your positions.