Innovative Teaching and Learning Approaches for Internships

Munster Technological University, Cork, Ireland

Denise and Catherine

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Agenda

- Context setting for Internships in MTU
- Innovative Approaches for Assessment and Feedback
- Digitisation
- Teaching and Learning Unit Supports for Innovation

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Context setting for Internships in MTU

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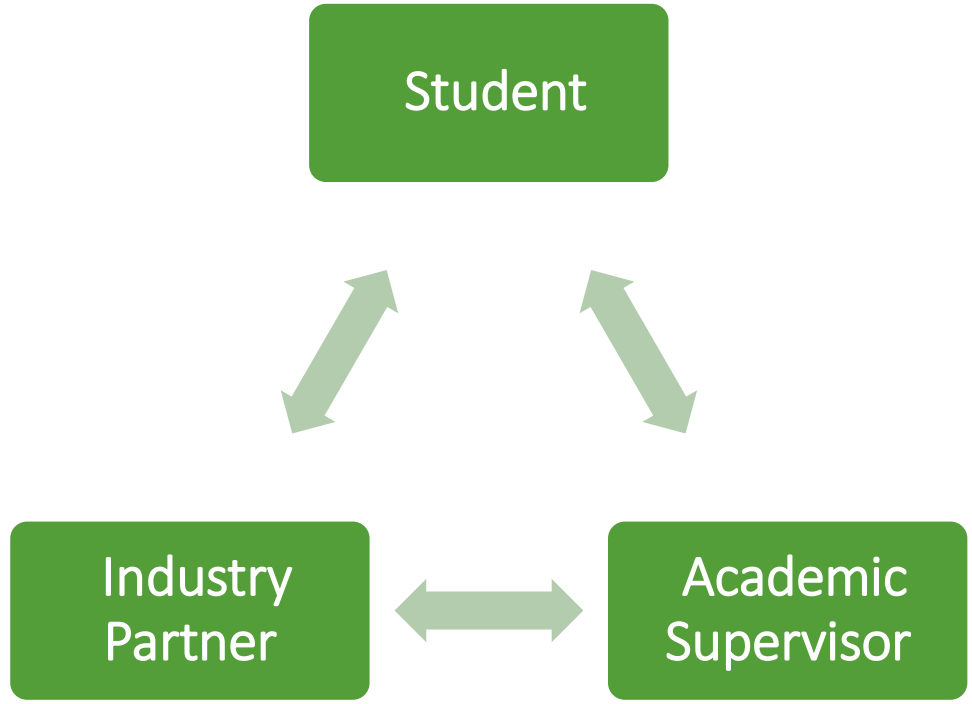
Why are internships important?

- Relates to why students go to university in the first place
- In a recent national report the top-rated indicator of success amongst surveyed Irish students was “**developing skills to maximise employability”** (noted by 37%), followed by “achieving high academic attainment” (National Forum, 2019).

Internships are Important



School of Business Internship Programme

- ca. 500 students every year
- Across nine programmes
- 15-weekIndustry Placement/Internship
- Variety of industries in discipline-specific roles

Bachelor of Business in Information Systems

Hybrid programme - 50/50 mix of business and technology

Year 3 Semester 2 - ~80 students each year

Skill-set in high demand | Competitive process

Fully paid – many multinationals – Apple, Dell Technologies, Trend Micro, VMWare, McAfee, IBM, Cloudera, J&J, Stryker, BioMarin, PepsiCo, Pfizer, Eli Lily

Contract extension | Talent Pipeline| Graduate roles

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Industry Internship Assessment

Assessment 1
CV and Interview Preparation – 10%

Assessment 2
Employer Feedback – 50%

Assessment 3
Presentation to Academic Supervisor – 20%

Assessment 4
Reflections – 20%

30 credits – Full semester

Students are graded – not pass/fail

Managed by lecturers

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Innovative Approaches to Internships

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Teaching Challenges On Internships ...and everywhere?

Student engagement

Reflecting

Feedback

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Teaching Challenges On Internships ...and everywhere?

Student engagement

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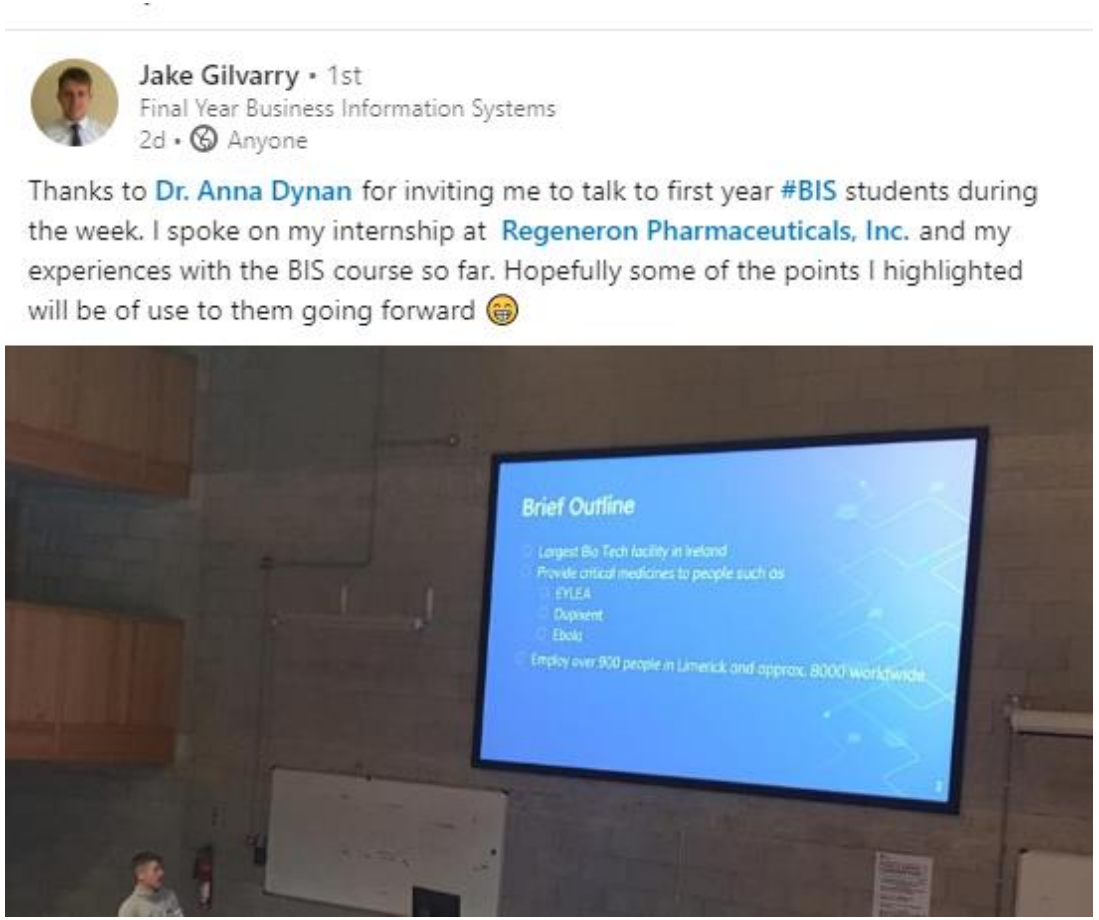
The Fourth Years Talk about Internships

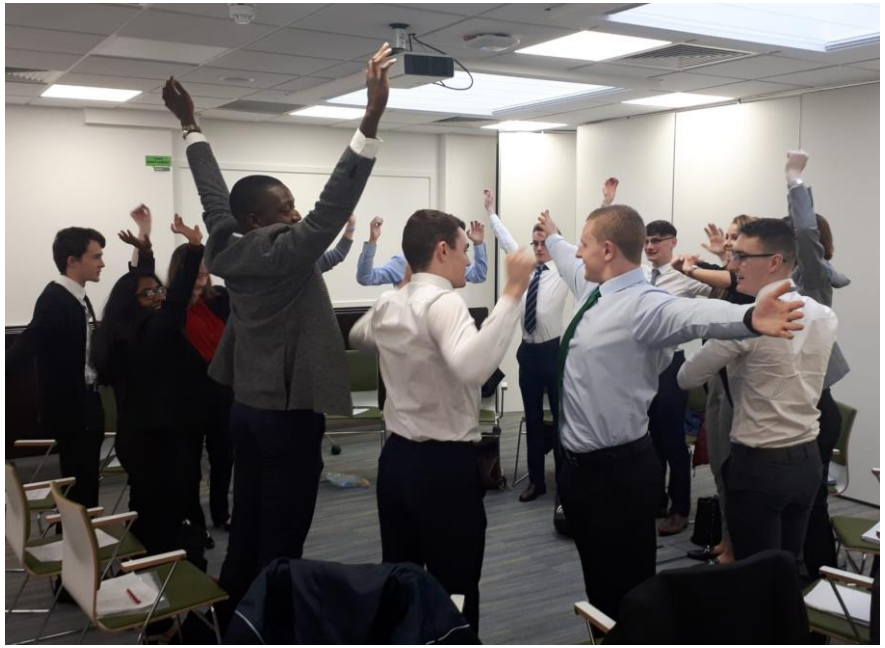


Links with Other Module Guest Speakers

Thanks to Greta Jocyte BIS Graduate and now Development Manager @ IBM for taking the time to talk to our 1st & 3rd year BIS students today
#ibm #students #cit #bisintern

Dr. Anna Dynan • 1st
Lecturer: Accounting & Information Systems
1w • Edited • Anyone

Thanks to Roy Sexton a former BIS graduate #bis for taking the time to talk to our first & third year BIS students about DePuy Synthes Companies . The talk was so informative and shows what fantastic future our graduates can have.
#cit #bisintern #graduates



Interviewing Workshop with Actors

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Speed Interviewing Night

Meet The 4th Year

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Teaching Challenges On Internships ...and everywhere?

Reflecting

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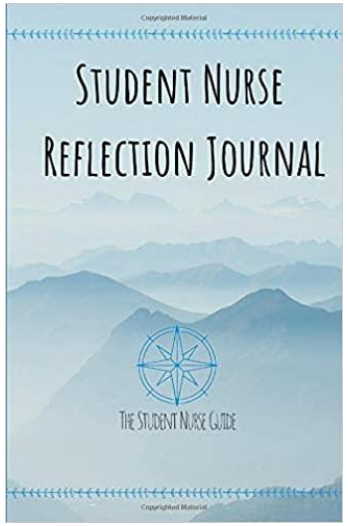
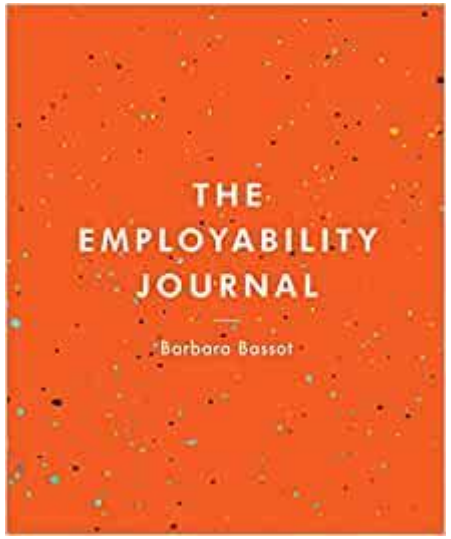
Reflection Literature

- “factors that seemed to inhibit the use of reflection appeared to mainly revolve around **lack of adequate preparation and support** to reflect for both students and clinical staff.” (O’Donovan, 2006)
- “**rubrics** can effectively enhance students’ learning in reflective writing with proper guidelines and training” (Cheng & Chan, 2019)
- **Feedback** is required on the reflective drafts to further **scaffold** their reflective processes (Lasen et al., 2018).





Week Minus 1 Reflection - Build the Vision
1.25 Pts

Week 1 Reflection - Not the First Person to have a First Week!
1.25 Pts

Week 2 Reflection - Success Breeds Success
1.25 Pts

Week 3 Reflection - Look back to see how far you have come
1.25 Pts

Week 4 Reflection - What makes a great leader?
1.25 Pts

Week 5 Reflection - Teamwork
1.25 Pts

Week 6 Reflection - Feedback from You and your Supervisor
1.25 Pts

Week 7 Reflection - Forget big change, start with a tiny habit

353 Indu... › Assignments › Week 5 - Reflection on ...

Week 5 - Reflection on your learning

Published | Edit

Looking at back at your week, what stands out for you?

It might

1. Something I found challenging
2. Something I am proud of
3. Working on a team
4. Using some of my college skills
5. Solving a problem
6. Using my initiative

Write about any one of the above using Gibbs Reflective Cycle

Points 0

Week 4 Reflection - What makes a great leader?

Published

Leadership – What makes a great leader

- Watch this TED talk video on Leadership
  https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action
- Do you see great leaders in your organisation? What qualities do you see in them? Do you have those qualities?

Week 14 Reflection - Growth Mindset

Published | Edit

Carol Dweck is a pioneering researcher in the field of motivation, why people succeed (or don't) and how to foster success. Watch her talk on Growth Mindset. Do you have a fixed or growth mindset? Using Gibbs reflective cycle reflect on an incident that illustrates your mindset.

Teaching Challenges On Internships ...and everywhere?

Feedback

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Feedback Literature

'**Multi-source** feedback is believed to increase **motivation** among staff, translating into positive **behaviour change**, increased productivity and **self-awareness**.' (Abdulla, 2008)

'The feedback should be **timely** and allow students to feed it forward in order to improve their performance.' (Carless, 2007)

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Interim Feedback Form

4. Written Communication. (LO3) *

	Exemplary 70+%	Very Good 60-69%	Developing 50-59%	Satisfactory 40-49%	Unsatisfactory <40%
The student demonstrates clear and effective written communication to all stakeholders across all online and offline channels . (LO3)	○	○	○	○	○

5. Please provide feedback for the student to support the above. *

Enter your answer

Self-Assessment Literature

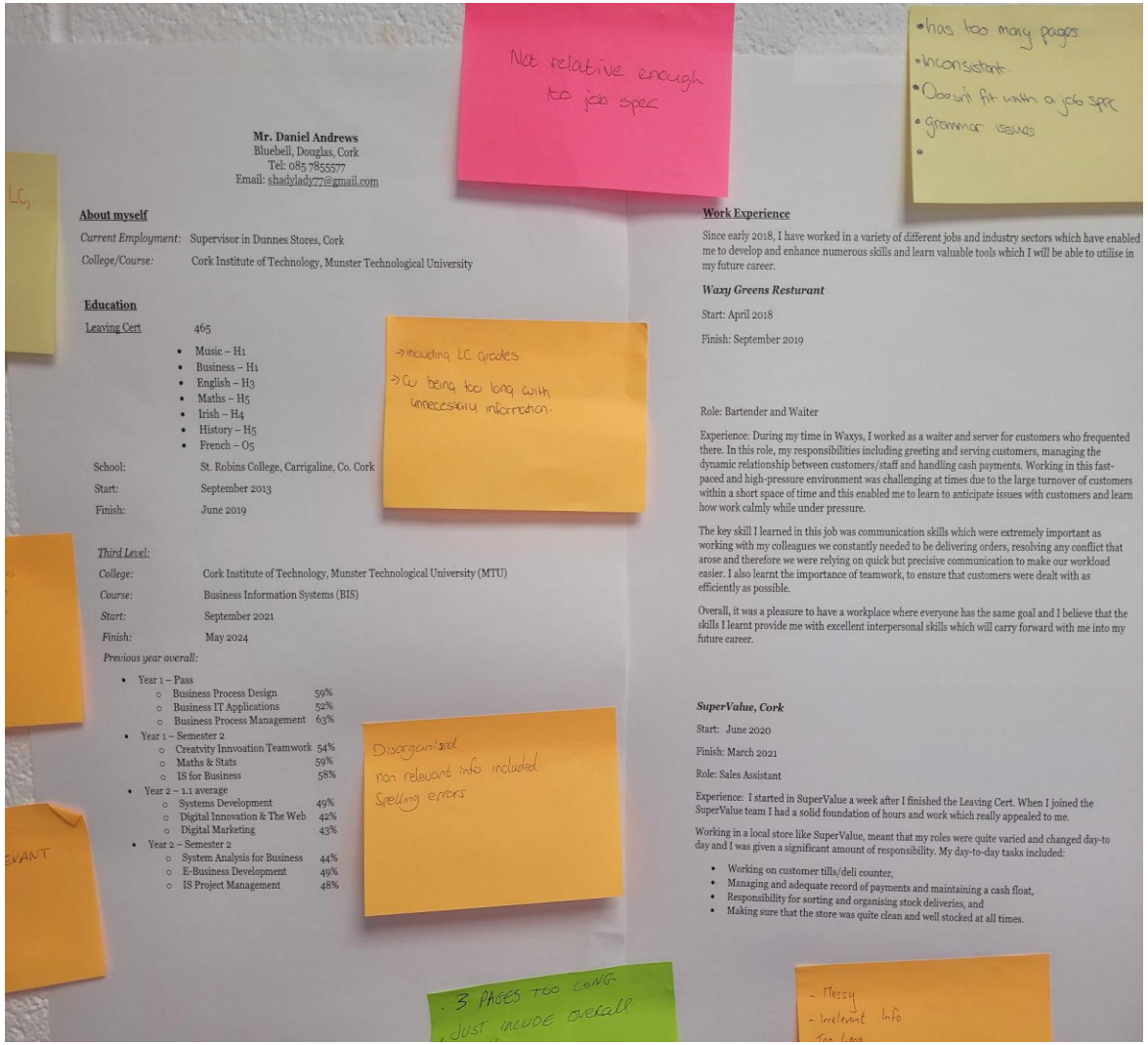
1. '**Evaluative judgement** is important for learning because it helps students to identify areas that need improvement, track their progress over time, and develop insights into acceptable standards of quality performance in their future profession'
   (Sadler, 2005; Boud & Falchikov, 2006)
2. **Formative assessment** refers to assessment that is specifically intended to generate feedback on performance to improve and accelerate learning (Sadler, 1998)

Verbal Communications	Current Proficiency: Satisfactory 40 – 49	Target Proficiency: Very Good 60 – 69	Actions to achieve target:
I demonstrate clear and effective formal and informal verbal communications to all stakeholders.	Competent one-to-one but very **nervous** and not at a professional standard when **delivering to my team**. Very poor at making eye contact with my audience. I constantly **stumble over** my words as I'm in a rush to get through the slides so I come across as **unprepared** to my team.	I want to become more **confident** speaking in front of large groups not only at work but also when I return to college and beyond into my professional career. I want my verbal communication skills to be **clear and concise** and delivered at an appropriate **level/tone** to my audience without becoming overly nervous.	1. Ask my supervisor to allow me present the monthly overview report to my team on Friday 18th March. 2. Read "Confessions of a Public Speaker" by Scott Burken before March 18th. 3. Ask my mentor for feedback on my weekly presentations on how I can make improvements. 4. Note ways I have improved and identify evidence of these improvements. 5. Enrol in 'Udemy Verbal Communications Masterclass Course"

Exemplar Literature

Exemplars are ”key examples chosen so as to be typical of designated **levels of quality** of competence” (Sadler, 2005).

Students peer-review | CV Exemplars



Mr. Daniel Andrews
Bluebell, Douglas, Cork
Tel: 085 7855577
Email: shadylady77@gmail.com

About myself

Current Employment: Supervisor in Dunnes Stores, Cork
College/Course: Cork Institute of Technology, Munster Technological University

Education

Leaving Cert 465

- Music – H1
- Business – H1
- English – H3
- Maths – H5
- Irish – H4
- History – H5
- French – O5

School: St. Robins College, Carrigaline, Co. Cork
Start: September 2013
Finish: June 2019

Third Level:
College: Cork Institute of Technology, Munster Technological University (MTU)
Course: Business Information Systems (BIS)
Start: September 2021
Finish: May 2024
Previous year overall:

- Year 1 – Pass
  - Business Process Design 59%
  - Business IT Applications 52%
  - Business Process Management 63%
- Year 1 – Semester 2
  - Creativity Innvoation Teamwork 54%
  - Maths & Stats 59%
  - IS for Business 58%
- Year 2 – 1.1 average
  - Systems Development 49%
  - Digital Innovation & The Web 42%
  - Digital Marketing 43%
- Year 2 – Semester 2
  - System Analysis for Business 44%
  - E-Business Development 49%
  - IS Project Management 48%

Work Experience

Since early 2018, I have worked in a variety of different jobs and industry sectors which have enabled me to develop and enhance numerous skills and learn valuable tools which I will be able to utilise in my future career.

Waxy Greens Resturant

Start: April 2018

Finish: September 2019

Role: Bartender and Waiter

Experience: During my time in Waxys, I worked as a waiter and server for customers who frequented there. In this role, my responsibilities including greeting and serving customers, managing the dynamic relationship between customers/staff and handling cash payments. Working in this fast-paced and high-pressure environment was challenging at times due to the large turnover of customers within a short space of time and this enabled me to learn to anticipate issues with customers and learn how work calmly while under pressure.

The key skill I learned in this job was communication skills which were extremely important as working with my colleagues we constantly needed to be delivering orders, resolving any conflict that arose and therefore we were relying on quick but precisive communication to make our workload easier. I also learnt the importance of teamwork, to ensure that customers were dealt with as efficiently as possible.

Overall, it was a pleasure to have a workplace where everyone has the same goal and I believe that the skills I learnt provide me with excellent interpersonal skills which will carry forward with me into my future career.

SuperValue, Cork

Start: June 2020

Finish: March 2021

Role: Sales Assistant

Experience: I started in SuperValue a week after I finished the Leaving Cert. When I joined the SuperValue team I had a solid foundation of hours and work which really appealed to me.

Working in a local store like SuperValue, meant that my roles were quite varied and changed day-to day and I was given a significant amount of responsibility. My day-to-day tasks included:

- Working on customer tills/deli counter,
- Managing and adequate record of payments and maintaining a cash float,
- Responsibility for sorting and organising stock deliveries, and
- Making sure that the store was quite clean and well stocked at all times.

Interview Exemplars

Tell me about yourself?

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Digitisation of Internship Processes

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Digitisation

MS Forms

MS Bookings

MS Teams

Canvas

Host Organisation Supervisor Placement MTU BIS 2023

Meeting with MTU BIS Academic Supervisor Cat...
20 minutes
Free

15 June

June 2023

Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

09:00 09:30
11:30 12:00
15:30

MTU BIS Placement Programme - Final Grade Form 2023

The purpose of this form is for you to provide the MTU Academic Supervisor with the student's final grade at the end of their 15th week of placement.

Students are assessed in the areas of communication (verbal and written communication), initiative and proactiveness, teamwork, application of knowledge and skills in their approach to all stakeholders. This mark makes up 50% of the student's final placement grade.
The mark that you input in the Graded Questions section should reflect the student's progress since you discussed the interim feedback with them midway through the placement.

Section 1

1. Company Name *

Enter your answer

2. Your Name *

Enter your answer

3. Student Name *

Enter your answer

2019/20 Academic Year

Home
Announcements
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Stryker - IT Intern LOCATION CARRIGTOWHILL

Published | Edit

Stryker Co-Op. Applications GG4.docx

Points 0

Submitting a file upload

Due	For	Available from	Until
11 Oct at 10:00	Everyone	8 Oct at 0:00	11 Oct at 10:00

+ Rubric

Previous | Next

Related items

SpeedGrader™

Download submissions

Re-upload submissions

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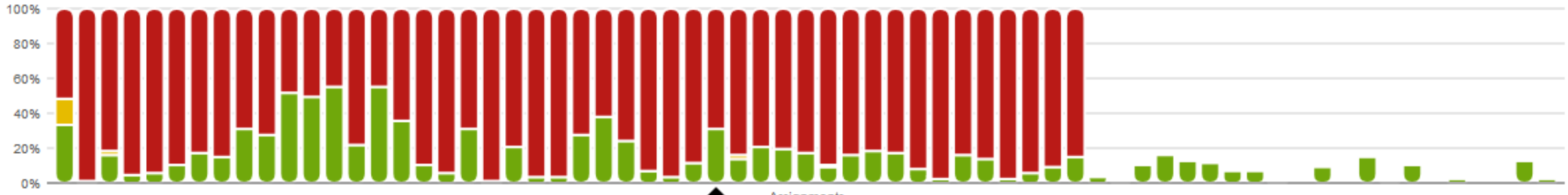
PLAC7020_27353 Industry Placement › Analytics

Activity by date

Page views only Participation

Submissions

Missing Late On time



Trend Micro - Customer Ops Intern
Due: 3 Oct 2019

ENG 15:14 15/10/2019

Student Participation Analytics

Student	Page views	Participations	Submissions	On time	Late	Missing	Current score
[redacted]	263	6	6	6	0	40	--
	662	19	15	15	0	34	80%
	642	19	16	16	0	35	80%
	429	5	4	4	0	42	--
	156	1	0	0	0	46	--
	778	13	13	12	1	36	--
	270	7	7	7	0	39	--
	525	8	8	7	1	38	--

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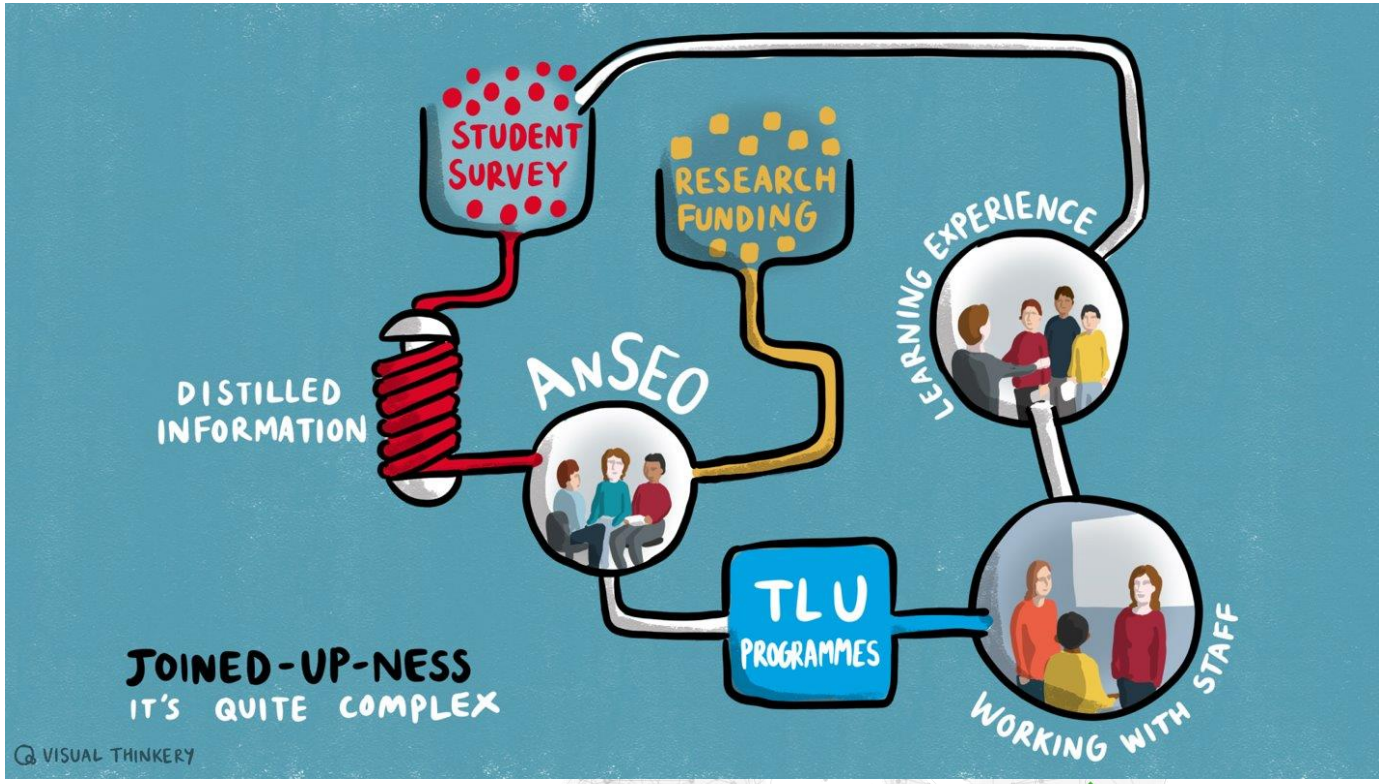
Teaching and Learning Unit Supports for Innovation



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Teaching and Learning Unit and Student Engagement Office

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Head,
Teaching Learning Unit (TLU),
AnSEO – The Student Engagement Office,
Arts Office

Linda O'Sullivan
Academic Project Lead
Teaching Learning Unit (TLU)

Róisín O'Grady,
Student Engagement Officer
AnSEO – The Student Engagement Office

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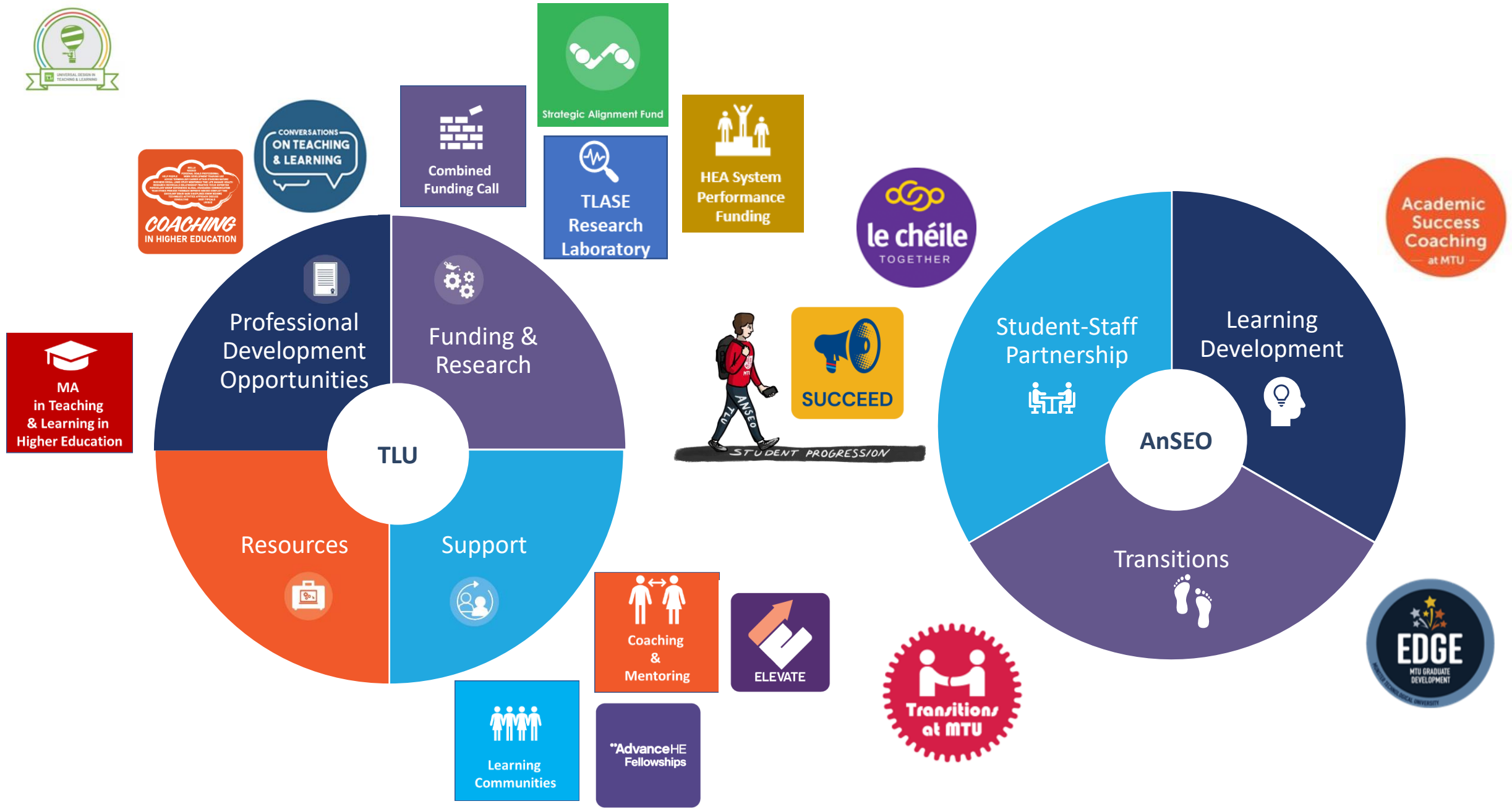
GOOD START
Tús Maith
FOR STAFF
CONVERSATIONS ON TEACHING & LEARNING
COACHING IN HIGHER EDUCATION
EAT-PD: Enabling Academic Transitions through Professional Development
MA in Teaching & Learning in Higher Education
Combined Funding Call
Strategic Alignment Fund
TLASE Research Laboratory
HEA System Performance Funding
Professional Development Opportunities
Funding & Research
Resources
Support
TLU
le chéile TOGETHER
REACH academic mentoring
ACADEMIC LEARNING CENTRE
Academic Success Coaching at MTU
Navigate Learning Development
Student-Staff Partnership
Learning Development
Transitions
AnSEO
SUCCEED
STUDENT PROGRESSION
INTEGRATE
MTU Staff Induction Mentoring Programme
Coaching & Mentoring
ELEVATE
Learning Communities
AdvanceHE Fellowships
LEAD@MTU
Transitions at MTU
EDGE
MTU GRADUATE DEVELOPMENT
WELCOME TO Good Start MTU
IN AT THE DEEP END
Phil Race
TACIT QUICK GUIDES
TEACHING and ASSESSMENT at CIT
THE TLASE WEEKLY
FRONT PAGE NEWS FOR TEACHING, LEARNING, ASSESSMENT AND STUDENT ENGAGEMENT
https://tlu.cit.ie/
https://studentengagement.cit.ie/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AnSEO
Transitions
Coaching & Mentoring
ELEVATE
Learning Communities
AdvanceHE Fellowships
Transitions at MTU
EDGE MTU GRADUATE DEVELOPMENT

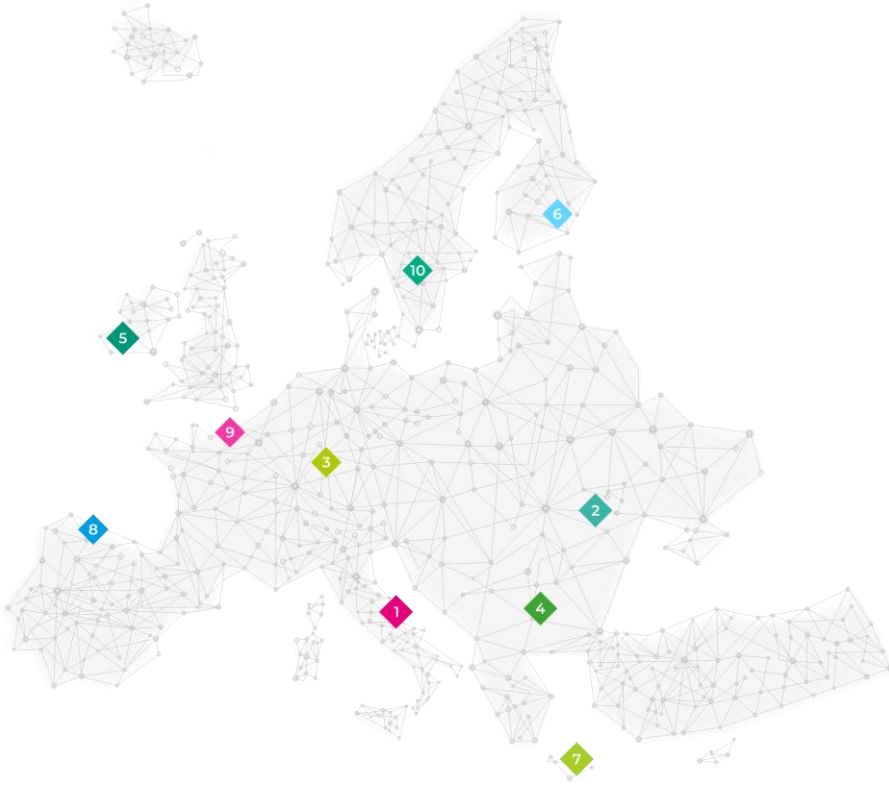
Teaching, Learning, Assessment and Student Engagement Research Laboratory

TLASE
Teaching, Learning, Assessment and Student Engagement Research Laboratory

- Focus on Assessment and Feedback in Internships
- >2000 students on internships
- 5-30 credits per module
- Survey 300 Students Responses, 100 Host Organisation Responses
- Focus Groups 20 staff

CIT Teaching & Learning Unit - Enhancing Feedback and Assessment in Work Placement Modules

Closing



Contact Details

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Questions

Give Feedback on Staff Academy

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