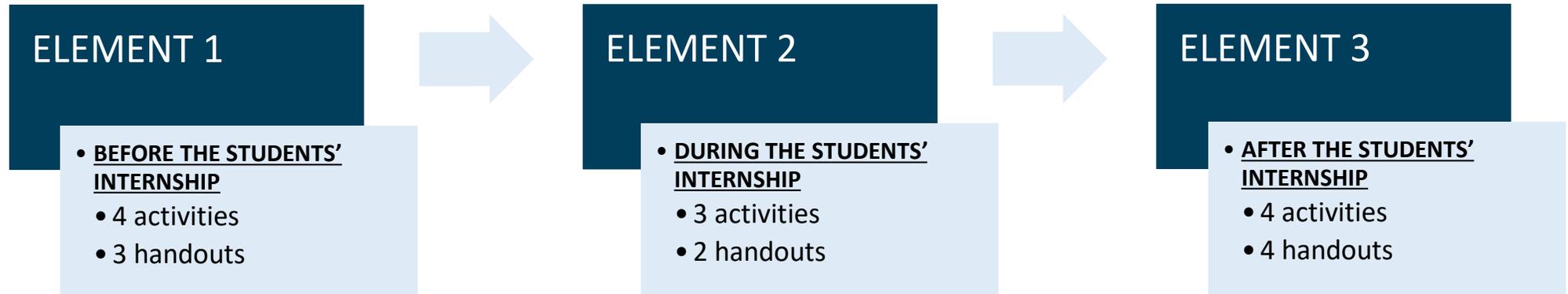




TAKEAWAY TEACHING

COURSE: PROJECT PLACEMENT
– USING YOUR ACADEMIC COMPETENCES IN PRACTICE

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INTRODUCTION

The purpose of the theme **Project placement – using your academic competences in practice** is to offer to the students a number of activities which will open their eyes to how their academic and personal competences benefit and inspire a concrete practice.

The theme consists of three elements, each of which constitutes one teaching session:

- 1) Before the students' internship
- 2) During the students' internship
- 3) After the students' internship

COURSE: PROJECT PLACEMENT - USING YOUR ACADEMIC COMPETENCES IN PRACTICE

A number of activities are included in each teaching session. These involve the students' progression in the process and continuously call their attention to how they are using their concrete academic competences in practice. During the process, the activities encourage the students to articulate and reflect on their own expectations, learning outcome and experiences during the internship. The activities may either be combined or used separately.

It is important that you as a teacher are aware that at the first teaching sessions, the students may be at very different stages of their processes. Some students may already have found their internship host organisation several months in advance, whereas others are only beginning to discover what they would like to work with – but not where.

You are therefore advised to articulate and actively include the material in **attachment 1** ("[Step-by-step guide to the internship](#)") and ask the students to read and work with this before the first teaching session. This guide encourages the students to set up targets for the process, identify possible internship host organisations, practice different types of uninvited contact.

You as a teacher may also consider if it may be necessary to schedule the first teaching session in the semester preceding the project placement semester, which may support the students in their work to make contact to potential internship host organisations.

ELEMENT 1: BEFORE THE STUDENTS' INTERSHIP

Learning objectives	<p>The objectives of this element are:</p> <ul style="list-style-type: none"> ▪ that the students begin to understand how they translate their academic competences into a concrete practice ▪ that the students articulate and reflect on their own expectations for the project placement and their outcome of this. 	
Duration	<p>This element contains 4 activities. Set aside approx. 90 minutes in total.</p>	
Handouts	<p>This element contains 3 handouts.</p> <ul style="list-style-type: none"> ▪ Handout 1.1: Identifying your internship host organisation ▪ Handout 1.2: Logbook for your project placement ▪ Handout 1.3: Evaluation of the first element 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
Activity 1 Approx. 40 Minutes	<p>Individual work</p> <ol style="list-style-type: none"> 1. As preparation for the presentation by a previous student (see item 2) who has completed an internship, students should read "Step-by-step guide to the internship" and formulate one or two questions they would like to be answered. <p>Plenary session</p> <ol style="list-style-type: none"> 2. Presentation by a previous student who has completed an internship. 	<p>The students may read the "Step-by-step guide to the internship" and formulate questions for the presenter in advance.</p> <p>The objective of the project placement is for the students to link practical experience to their theoretical education. However, for the students who choose project placement, the objective is also to create contact to the job market, build a network and augment their CV. It is therefore a good idea to invite a previous student who has completed a project placement to come and speak about this from a student perspective. The presentation</p>

may focus on how the initial footwork may lead to a successful internship; the student may also speak about their reflections concerning the completed internship, focusing in particular on how their academic competences were translated into practice. Make sure there is time for the students in the class to ask questions to the presenter. Below you will find a list with a number of topics the student might address:

- Identifying a relevant internship host organisation
- Establishing contact to an internship host organisation
- Aligning expectations with the internship host organisation
- How did the internship strengthen your academic competences?
- Useful advice

Activity 2

Approx. 40
Minutes

Plenary session

1. The teacher starts by dividing the room into four imaginary spaces (See handout 1.1 “[Identifying your internship host organisation](#)”). Each space represents a statement regarding the initial process of identifying an internship host organisation.
2. The teacher reads the four statements aloud, and each student then moves to stand in the space that represents the statement they best identify with.

The students may be at many different stages in their process of identifying an internship host organisation. Therefore, the objective of the exercise is for the students to discover to which extent they are ready to identify an internship host organisation, and at the same time to create a space for the exchange of ideas and inspiration with students who are at a different stage in their process.

	<p>3. The teacher then makes up groups of four students, making sure each group has a student from each of the four spaces.</p> <p>Teamwork</p> <p>4. Each student in each group now speaks about their selected statement, elaborating on their thoughts regarding identification of internship host organisation.</p> <p>5. Then follows a round in which all four students in each group exchange ideas for inspiration – for instance suggestions regarding concrete networks that the other students can make use of. The student in focus for inspiration and exchange of ideas writes down the input they receive (See handout 1) (five minutes per student – the teacher is timekeeper)</p>	
<p>Activity 3</p> <p>Approx. 5 minutes</p>	<p>Individual work</p> <p>1. Read handout 1.2 “Logbook for your project placement” and consider how you may use the tool for your own internship and what questions might need to be added.</p> <p>Teamwork</p> <p>2. Discuss with the person next to you.</p>	
<p>Activity 4</p> <p>Approx. 10 minutes</p>	<p>Teamwork</p> <p>1. Talk together in pairs about the questions in handout 1.3 “Evaluation of the first element” (for about two</p>	<p>Formative evaluation has a positive impact on the students’ learning process. The regular formative evaluations during the internship period provide the students with a possibility to observe their own learning</p>

minutes) and then answer the questions individually in writing. Keep the answers for your logbook.

process and to take responsibility for their own learning. At the same time, the formative evaluation enables the students to link their experience from the internship to their theoretical knowledge.

ELEMENT 2: DURING THE STUDENTS' INTERNSHIP

Learning objectives	The objectives of this element are: <ul style="list-style-type: none"> For the students to reflect on how their concrete experience from the internship interacts with their theoretical knowledge, and how this interaction enhances both their personal and academic competences. 	
Duration	This element contains 3 activities . Set aside approx. 90 minutes in total.	
Handouts	This element contains 2 handouts . <ul style="list-style-type: none"> Handout 2.1: Experience game Handout 2.2: Evaluation of the second element 	
ACTIVITIES	DESCRIPTION OF ACTIVITIES	IMPORTANT POINTS FOR THE TEACHER
Activity 1 Approx. 40 Minutes	<p>Individual work</p> <ol style="list-style-type: none"> The students are given five minutes to prepare a brief presentation on the following topics: <ul style="list-style-type: none"> My internship organisation My primary work in the organisation My best internship experience so far Two things I have learnt <p>Plenary session</p> <ol style="list-style-type: none"> The students then sit in a semi-circle or stand in a circle so that they can all see each other. Finally, the students may ask each other questions if they have heard something they would like to know more about. 	This exercise is intended as start-up exercise in the second teaching session. It will provide the students with an overview of the internship host organisations and primary work tasks of their fellow students.

<p>Activity 2</p> <p>Approx. 45 minutes</p>	<p>Teamwork</p> <ol style="list-style-type: none"> 1. Divide the students into groups of four. If this does not match the total number of students, some groups may have five members. 2. Each group is given an experience game (handout 2.1 "Experience game"). 3. The students take turns to read a question aloud and answer it. The other group members may ask clarifying questions and relate the answers to their own experiences. 4. The students now take turns to read a question aloud and answer it. 	<p>The exercise provides the students with an opportunity to consider and reflect on themselves as regards possible work situations in their project placement.</p>
<p>Activity 3</p> <p>Approx. 10 minutes</p>	<p>Teamwork</p> <ol style="list-style-type: none"> 1. Talk together in pairs about the questions in handout 2.2 "Evaluation of the second element" (for about two minutes) and then answer the questions individually in writing. Keep the answers for your logbook. 	

ELEMENT 3: AFTER THE STUDENTS' INTERNSHIP

<p>Learning objectives</p>	<p>The objective of this element is:</p> <ul style="list-style-type: none"> ▪ For the students to learn to verbalise the competences they have put into play in their internship. ▪ For the students to see more clearly how their internship experience may be linked to the academic objectives of the course. 	
<p>Duration</p>	<p>This element contains 4 activities. Set aside approx. 2 hours in total.</p>	
<p>Handouts</p>	<p>This element contains 4 handouts.</p> <ul style="list-style-type: none"> • Handout 3.1: Exchange of experience • Handout 3.2: My good internship story • Handout 3.3: Theoretical objectives translated into actual examples from the internship. • Handout 3.4: Evaluation of the third element 	
<p>ACTIVITIES</p>	<p>DESCRIPTION OF ACTIVITIES</p>	<p>IMPORTANT POINTS FOR THE TEACHER</p>
<p>Activity 1</p> <p>Approx. 25 minutes</p>	<p>Plenary session</p> <ol style="list-style-type: none"> 1. The students stand in a double circle, facing each others in pairs. 2. The teacher reads question 1 aloud (See handout 3.1 "Exchange of experience"), and the students take turns to answer the question. 3. When the teacher senses that the students' conversations are waning, they should instruct the students in the inner circle to take one step to the left so as to face a new conversation partner. The 	<p>This exercise is intended as a start-up exercise for teaching session 3 and focuses on the students' exchange of internship experience.</p> <p>As a teacher you are advised to address selected questions, for instance questions 4 and 8 (handout 1) and give the students the opportunity to exchange in class what they have spoken about so far.</p>

teacher asks the next question. Continue the exercise until all questions have been discussed. Each time a student meets a new conversation partner, they should briefly introduce their internship host organisation.

Activity 2

Approx. 30 minutes

Individual work

1. The students conduct an individual reflection exercise with mind mapping (the first page in handout 3.2 “[My good internship story](#)”) in which they brainstorm and jot down a few key points about the good internship story based on the questions in the handout. This takes 10 minutes.
2. Afterwards the students read the text in the second page of handout 3.2.

Teamwork

3. When they have read the handout, the students pair up and take turns to tell their good internship stories on the basis of their mind maps (five to six minutes per person). The listener may ask questions.
4. After each story, the listener may comment on and supplement the story with unidentified (by the narrator) competences, and they then summarise together the competences of each student which were in play in the internship story (five minutes per person).

This exercise will enable the students to delve into the good internship story and discover their own concrete competences from the internship periods and to describe these in words.

Initially, you as a teacher define what characterises “a good internship story”, taking your academic subject as your point of departure; this may be a good experience, a good story from the internship periods of previous students etc. The students may elaborate on same experience as in activity 1, but they may also share a different experience that they have come to think of.

5. These competences are then entered into the form on page 3 of handout 3.2.
6. The students may end the exercise by discussing:
 - What kind of situations do you perform best in?
 - What, do you think, are your strongest competences?
 - Which competences would you like to improve in future?

Individual work

7. Students must take photos of both the mind maps and lists of competences (handout 3.2) and keep these, for instance for their project reports or logs.
8. More competences may be added to the competence list during the student's internship period.

Activity 3

Approx. 45 minutes

Teamwork

1. For this activity you hand out the academic objectives for the subject of the Master's programme, first and second semesters. In groups of four, students select four relevant academic objectives (or extracts of these), and write these in the four boxes in the exercise sheet (handout 3.3 "[Theoretical objectives translated into practice examples from the internship](#)").
2. Then the students write down the practice examples exemplifying the individual academic objectives (three minutes per objective – timekeeping in the

This exercise provides an opportunity for the students to see more clearly which competences they have used during their internship and to adapt these to specific objectives in the academic regulations. At the same time, a potential link between teaching, study activities and exams is introduced.

NB: It is up to you to make sure that your students have access to the academic objectives for the first and second semesters of the Master's degree programme. You may circulate a paper copy of the objectives to the students or

group is important). They write these on post-its, which are then placed in the boxes with the concrete academic objectives. If students have problems finding practice examples that relate to all objectives, they may skip the round in question.

3. When the three minutes are up, each student in the group gives a brief account of their choice of practice examples and how they relate to the academic objectives (four minutes).
4. The same process is applied to objectives 2, 3 and 4.
5. When the group has dealt with all academic objectives, time is set off to discuss the examples (10 minutes). There are likely to be practice examples that only one group member can identify with, whereas other examples may apply to all the students or are so closely related to a practice experiences by another group member that they can form the basis of further reflection among the students (What did I do? What did I learn? How can I use this in future?)

Plenary session

6. Finally, you follow up in class, asking each group to speak briefly about one or two academic objectives and the practice examples related to them. Each group must also take photos of their own exercise sheet and share their sheets with the other groups for later inspiration.

send them a link to the relevant academic regulations. All academic regulations at Arts are available [here](#).

Activity 4

**Approx. 10
minutes**

Teamwork

1. Speak together in pairs about the questions in handout 3.4 "[Evaluation of the third element](#)" (for about two minutes)

Individual work

2. Then answer the questions individually in writing.
3. Keep the answers for your logbook.