



MASSEY UNIVERSITY

School of English & Media Studies

**Creative Expression and Digital Media
Internship**

Academic Guide

230.292

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Course Coordinator

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Introduction

Welcome to your NE&I Creative Expression and Digital Media Internship. This course is delivered by the School of English & Media Studies, a leader in creative expression education in New Zealand. Works created by our faculty feature in New Zealand best-seller lists, win national and international awards, and are screened or performed at arts festivals from Sydney to Paris to Edinburgh. Likewise, students who have completed our courses have gone on to win some of New Zealand's top writing prizes and received national media attention for their achievements.

You can visit our School homepage at:

<http://www.massey.ac.nz/massey/learning/departments/school-english-media-studies/school-english-media-studies.cfm> (or <http://www.massey.ac.nz/?s42ee5202s>) to learn more about our staff and their research, and our graduates.

We also have a school Facebook page at <https://www.facebook.com/SEMSMassey/>. We'd love you to let us know about your fantastic photos and stories from your NE&I experience via Facebook.

The School offers this internship programme in light of pedagogical and teaching literature, which has demonstrated the value of internship learning that is scaffolded by critical thinking and scholarly reflection. In developing this programme, we spoke to creative industry leaders and community organisations, studied pedagogical research and course models and guidelines by leading internship designers, and drew on our faculty members' extensive experience offering internships over many years.

We know that internships help students achieve the educational goals of their courses. This can apply even if what happens during the internship isn't precisely aligned with your exact area of disciplinary studies, as it's the immersion into a professional or communal creative environment, and the critical reflection on that immersion, that are crucial. Internships provide extended opportunities to apply learning to real-world situations and develop self-evaluation and analytical skills, sometimes called 'soft skills'.

In addition, internships enhance transferable skills in communication, information acquisition and complex problem solving, and help students to become independent learners. All of this will be invaluable no matter where your future life leads!

We should note though, that the outcomes of your internship experience will depend upon what you put in, including what you put into the assignments. Performing well in an internship involves three phases: preparation, engagement in workplace activities, and then processing your experiences.

Your preparation phase includes researching what to expect in an internship and examining your internship host before you arrive in the workplace, but it doesn't stop there: when you are allocated a task, you should also prepare specifically for it before jumping in. This may mean discussing the task with your academic supervisor, reading some research material they give you to help you prepare for the task, or conducting your own independent research, such as in the Massey University library or online, into how others have done well at this particular workplace task. If you are well prepared, then doing the task will probably be the least demanding of the three phases! Finally, reflecting back on what you did well, what was expected or unexpected about the task in reality, what extra resources may have helped, and what you would do differently next time, is how you translate the activity into learning (and it's this third phase that earns you grades, through your reflective assessments).

In other words, this course is not purely a 'working holiday': nor is it simply a period of work 'experience' such as you may have done when younger. It is a tertiary-level academic programme of study that requires you to keep records, make and adjust formal plans, access scholarly materials, evaluate situations and your own responses to them, fulfil assignments, and reflect carefully and critically upon your workplace experience, in order to turn that experience into learning and personal growth. Only by spending time in active reflection will you benefit from the growth and knowledge that critical analysis of an internship can bring. (More guidance on reflective practice is given in the description of Assignment 1.) This will really give you deep insights and set you up for success in future workplaces, though, so it's well worth the effort.

We hope that your internship experience is an enjoyable one, and will help you to develop the skills and critical thinking facilities that employers seek and which will serve you well in your future career.

Please feel free to give us your feedback throughout the course, and at the end. We welcome your thoughts on your internship experience.



Massey student Lily Ng filming rehearsals during her internship with Māori Theatre Company Te Rākau.

You can read Lily's internship story at: <http://www.massey.ac.nz/news/?id=7087>

Course Coordinator

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School of English & Media Studies

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To find out more about Elspeth and her teaching and research interests, see <http://www.massey.ac.nz/staff?815830>

Please feel free to get in touch at any time with Elspeth to ask any questions about your internship.



Course Overview

This course provides students with a period of work experience within the creative industries or community arts sector, and requires reflective integration of that experience with an understanding of theories of creative practice gained in a series of analytical assessments.

You will have a number of staff supporting you: from the Massey end, a course coordinator (Elspeth) and a specialist academic supervisor who closely monitors your project. You will also have a designated workplace supervisor from the workplace host. It's important that you communicate with all these people throughout your internship.

Academic Assessment

Assessment of your learning will be based on reflective field notes (40%), a project (40%), and a seminar presentation (20%). You can expect to spend 120-160 hours on your placement and associated project work. You will need to spend some time in the evenings after work or on weekends researching, writing and reflecting.

Students who successfully complete the Internship will be able to:

1. Recognise, describe, and analyse techniques of creative discovery and production.
2. Apply creative, critical and theoretical methodologies to evaluate performance, writing, or media projects and/or the creative processes involved in making those projects.
3. Work productively in both individual and collaborative situations in order to develop effective project and relationship management skills.
4. Solve aesthetic, relational and logistical problems using skills or knowledge from expressive arts practice.
5. Prepare documentation to scope and plan a creative project, using language appropriate to genre, purpose and audience.

Breadth of workplace experiences

The range of situations encountered in an internship placement can vary, but may include challenges such as constructively asking for more (or less) work, negotiating ethical dilemmas, understanding interpersonal and organisational systems, working with challenging people, dealing with stress, managing time, and adapting to different leadership styles and workplace behaviours. You learn a lot of creative skills in your university coursework: in your internship, the emphasis is more on skills relating to professionalism, organization, and relationship management in the creative industry context.

You are required to consult with reading materials from this guide and the course Stream site (online learning site) before and during your placement, and to keep in regular communication with your academic supervisor. The academic supervisor will assist you to understand workplace processes, respond professionally, and give you guidance on how to complete your assignments to a high standard. Your course coordinator, Elspeth, is available to help and support you – you will keep in regular contact with her as part of your assignment work, but also never hesitate to get in touch if you have a doubt or question crop up at other times during the internship.

Likely outcomes

Your workplace experience is unpredictable and may not be what you expect. New Zealand workplaces may be different from those in your home country. Some workplaces permit you to become heavily involved in tasks and processes. Others do not. Both experiences are valuable: if you are not involved heavily in hands-on work you can devote more time to participant observation and preparation/evaluation. Most students who complete an internship placement find that they have enjoyed the opportunity to test their learning in practice, and that they may now be considered more employable by employers seeking experience. Almost all find the opportunity to critique theoretical learning against workplace realities, and vice versa, an enlightening challenge.



2016 NE&I interns Amanda White, Erin Mellor and Shannon Culhane. Read their story at: <http://www.stuff.co.nz/national/education/82136533/Capital-culture-a-welcome-shock-for-new-American-kids-on-the-block>

Expectations

Once placed with an internship host, please remember at all times that you are a representative of and ambassador for your home country, your home institution and Massey University. The credibility of your reputation, our reputation, and the reputation of the internship programme you are completing, depends upon your professionalism. You must be punctual, reliable, responsible, and accountable for your own behaviour. Ask questions, seek clarification, research tasks and discuss them with your academic supervisor, and ensure you feel well prepared to complete what is asked of you. Any concerns with the placement must be discussed with your academic supervisor or the course coordinator privately, proactively and early. Course coordinators or the Head of School may terminate an intern's placement at any time, should they feel that the intern's or University's best interests are not being served. (In the very unlikely event that occurred, please rest assured that we will find you an alternative arrangement.)

Please remember that while you can in a general sense discuss your own reactions to your broad internship experiences with others, the precise detail of what you experience in the workplace is completely confidential. You should only discuss the actual people and actions you experience in the workplace with your academic supervisor, who also observes strict confidentiality. Often creative workplaces are working on valuable creative innovations: these ideas are their intellectual property. You are privileged to observe them, but they remain the property of the host and you must not share them with other artists or organisations, other than via what the host organization itself has made publicly available.



Massey University student Eden Cowley featuring in a creative performance.

Massey has a strong reputation for Expressive Arts and excellent creative sector relationships, which we use to help find interesting placements for you during your visit.

Getting Started

In the weeks before you arrive in Aotearoa New Zealand, we suggest that you read the recommended preparatory background material about internship experiences, creative workplaces, and reflective writing (titles and links below). These readings may also be useful resources to refer to throughout your internship placement, so we suggest seeing them as something to refer back to throughout the process whenever you need a refresher, rather than something to read once and put aside. Hopefully, they will help you get the most out of this exciting challenge that you are taking on and make it into one of the most rewarding learning experiences you've had!

Once you arrive in Aotearoa New Zealand and are placed with your internship host, your academic supervisor will also be able to recommend other specific resources relevant to whatever particular tasks you embark upon for your internship project. These will vary a lot between students, depending upon the nature of your placement and project, hence have not been provided here. You will create your own personalized reading list of useful references in consultation with your academic course coordinator and, if required, a helpful Massey librarian, once your host and project have been finalised. This reading will need to be clearly cited in your reflective assignments.

Preparatory Background Reading

Han, L. (2015). Soft skills list – 28 skills to working smart. <https://bemycareercoach.com/soft-skills/list-soft-skills.html>

Hay, S. (2016). How to ace your internship with a gratitude attitude. Retrieved from: <http://www.plasticitylabs.com/how-to-ace-your-internship-with-a-gratitude-attitude/>

Martin, A., & Hughes, H. (2011). *How to make the most of work integrated learning: A guide for students*. Wellington, NZ: Ako Aotearoa. <https://ako.aotearoa.ac.nz/download/ng/file/group-4/how-to-make-the-most-of-work-integrated-learning-for-students.pdf>

McNerney, T. (2012). Challenges faced by interns. Retrieved from: <http://taramcnerney.hubpages.com/hub/Challenges-faced-by-interns-Problems-commonly-found-in-internships>

University of Birmingham Library Services. (2014). *A short guide to reflective writing*. Retrieved from: <https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

Other books we recommend if you really want to ace your preparation and reflection phases

These books are available as downloadable e-books from the Massey University library, which you will be able to access as a Massey student, as soon as your enrolment is complete. Or, you may be able to borrow them in hard copy from your own home university library. Other similar books on the creative process, succeeding in the creative industries, or stimulating creativity in the workplace, may also be helpful in enhancing your conceptual toolkit for analysing your own creative workplace experiences.

Fischer, G. & Vassen, F. (2011). *Collective Creativity: Collaborative Work in the Sciences, Literature and the Arts*. Amsterdam: Brill/Rodopi.

Gruber, H. E. & Wallace, D. B. (1989). *Creative People at Work: Twelve Cognitive Case Studies*. New York: Oxford University Press.

Hetherington, P., Webb, J., Strange, S. (2014). *Creative Manoeuvres: Writing, Making, Being*. Newcastle upon Tyne: Cambridge Scholars Publishing.

Leski, K., & Maeda, J. (2015). *The Storm of Creativity*. Cambridge, Massachusetts: The MIT Press.

Silber, L. T., Krall, L., Chapman, A. (2009). *The Wild Idea Club: A Collaborative System to Solve Workplace Problems, Improve Efficiency, and Boost Your Bottom Line*. Franklin Lakes, NJ: Career Press.

Stream: Your online learning environment

Once you arrive in New Zealand, this course will make use of an intranet to help create an “online learning environment”. This will allow you to communicate and collaborate with others taking the course, and with your course coordinator. This online environment is called ‘Stream’.

Accessing the online learning environment helps you do well in the course through increased interaction with your peers. Once you have been given access, be sure to visit the site, use research materials that are available there, and read and respond to the discussions. The course coordinator may post important information, and at times additional suggested readings that can help you with the course assignments.

You will find information on how to access the Stream online learning environment at http://www.massey.ac.nz/massey/learning/online-learning/guide/guide_home.cfm .

Assessment and Assignments

- | | |
|----------------------------------|------------|
| 1. Reflective Field Notes | 40% |
| 2. Project | 40% |
| 3. Seminar Presentation | 20% |

Assignment	Learning objectives addressed
Reflective field notes	<p>Recognise, describe, and analyse techniques of creative discovery and production.</p> <p>Apply creative, critical and theoretical methodologies to evaluate performance, writing, or media projects and/or the creative processes involved in making those projects.</p> <p>Work productively in both individual and collaborative situations in order to develop effective project and relationship management skills.</p>
Project	<p>Work productively in both individual and collaborative situations in order to develop effective project and relationship management skills.</p> <p>Solve aesthetic, relational and logistical problems using skills or knowledge from expressive arts practice.</p> <p>Prepare documentation to scope and plan a creative project, using language appropriate to genre, purpose and audience.</p>
Seminar Presentation	<p>Recognise, describe, and analyse techniques of creative discovery and production.</p> <p>Apply creative, critical and theoretical methodologies to evaluate performance, writing, or media projects and/or the creative processes involved in making those projects.</p> <p>Work productively in both individual and collaborative situations in order to develop effective project and relationship management skills.</p> <p>Solve aesthetic, relational and logistical problems using skills or knowledge from expressive arts practice.</p> <p>Prepare documentation to scope and plan a creative project, using language appropriate to genre, purpose and audience.</p>

Assignment One: Reflective Field Notes

Weighting:	40%
Due Date:	DAILY DURING PLACEMENT – then in final report form by 31 July
Length:	approximately 200 words per day of placement, then maximum of 2000 words for the final assignment.

Instructions for Reflective Field Notes

The field notes require you to describe and evaluate your applied experiences regularly throughout your internship. You should describe and analyse any techniques of creative discovery and production that you are able to observe, evaluate any performance, writing, or media projects that you are able to observe, reflect constructively on your own ability to work in both individual and collaborative situations, and describe efforts you are making and resources you are consulting to develop effective project and relationship management skills.

Preparation reading: Before you begin your first day in your internship, read or re-read the excellent short guide to reflective writing available at <https://intranet.birmingham.ac.uk/as/libraryservices/library/skills/asc/documents/public/Short-Guide-Reflective-Writing.pdf>

If you would like more resources that help with reflective writing and its purpose, the article Russell, Helene, (2017, September 1). Reflective Learning and After Action Reviews. *Legal Information Management*, 17(3), 173-179, which is available as a PDF download on your course Stream site, will also be very useful reading for this assignment.

Ongoing reading: During your internship, you will also need to read resource materials such as guidebooks on good workplace skills (for example, Weinberg A, Cooper C. (2007) *Surviving The Workplace: A Guide To Emotional Well-Being* [e-book]. London: Thomson, which is available from the Massey Library website, might be useful), and read specific materials about the project you are doing. You might, for example, be doing arts publicity and social media work. You should consult a librarian about those topics and get some handbooks and readings to assist you to do top quality, evidence-based work. (Don't wing it – there is research on every possible project so that you don't have to start from scratch or learn by trial and error.) You have access to Massey University Wellington library services, including the ability to have a personal consultation with a librarian, throughout your internship, and your academic supervisor can also supply focussed reading just for you and your particular workplace project.

Why do I need to read as well as 'do' during my internship?

Aside from doing a better job on your current tasks if you seek guidance, reading about what you are doing will help you learn for the future. Reflection means turning an experience into knowledge. Johns (2001, p. 237) notes that, "reflection allows practitioners to view experiences by systematically exploring meaning and applying new insights to new situations within a reflexive spiral of being to become an effective practitioner". To translate your workplace experience into knowledge and actions that can develop you as a person, an employee and a sought-after team

member, it is necessary to try to understand what happened in the workplace, why it happened, and how you might respond to it better or differently in future. During your NE&I New Zealand internship, you will be doing some reflective writing every day, so that you can even take some learning into the workplace the very next day.

Reflective writing involves:

- Trying to figure out your own gaps or learning needs – do this by first describing what happened that you didn't understand or that was new to you, then doing some research to try to find out more, such as whether other people have had similar experiences, or identifying published research about this kind of project or workplace situation. Your academic supervisor is one research source (ask them questions in your daily email updates), so is the internet (but use it carefully and critically) and so is the Massey library, to which you have access throughout your internship.
- Crafting paragraphs that connect theory or research (what you've read) with practice (what you observed or did). Does this organization do things the way you were taught in your previous study, or differently? Does that make a difference to the outcomes? Could they learn from some of the things you know or are reading, or can you learn from some of the things they do? What specifically is the knowledge that could be exchanged?
- Writing suggestions for future actions you could take to enhance your personal and professional development.

The aim of reflective writing is to help you develop life-long habits of practice-based critical thinking and evidence-based evaluation. At Massey University we believe that successful people are those who don't stop reading, learning and studying when they finish university: they are life-long learners, who always strive to be well informed and reflective about everything they do, and to keep building their knowledge base. (Massey University's Māori name is Te Kunenga ki Pūrehuroa, which means 'the implantation to infinity' or 'from inception to infinity', an allusion to the need to keep learning right throughout our lives.) An internship that requires reflection throughout should help you to cement this approach, ready for when you enter the workplace permanently.

Here are some steps that might help with this assignment:

- You may be observing a creative work in development (such as observing behind the scenes at rehearsals, or sitting in an editing suite observing edit decisions) or viewing a finished performance. Write notes about what you see, and about what you've previously learned in your studies that helps you to analyse as well as describe what you see. Compare those notes with published writing about the creative process.
- Break what you see and hear into its parts. Which parts are strongest, and which are not working as well as they could? Analysis means being able to identify the components of an action or process, name them using terminology appropriate to the field, and identify strengths and weaknesses according to valid and justifiable criteria.

- You may also observe the interpersonal or group dynamics in the workplace, and be able to apply either scholarly learning you already hold, or new learning obtained through research (such as online or in the library) to analyse what you see. Is the group functioning well? Why? What is making it work effectively? What reading can you do on group processes to help you enhance your understanding of group dynamics, especially creative group dynamics? Is there collaborative leadership or individual leadership? How is this working? Can you do some reading on leadership or teamwork to help you understand what you are seeing?
- It's also important that you evaluate yourself. Think about how well you are working in the individual or collaborative internship situations you are encountering, and analyse your performance and growth. Writing notes about your feelings and emotions in the workplace is an important part of the reflexive field notes. Be candid: do you feel elated or confused? How are you responding to this challenge? What strategies are you using (such as from readings or from talking with your academic supervisor or course coordinator) to help you learn and apply the soft skills that are crucial to internship success? What else would you like to get some help with? What don't you understand? Field notes are not about presenting yourself as already-competent – they are about documenting the process and realities of what may well be a steep learning curve, including anything you think is a 'mistake' and showing how you take steps to seek information, ask for support, and adapt and learn along the way.

Assignment requirements:

The field notes must be submitted EVERY EVENING to your academic supervisor throughout your internship. This is a health and safety requirement as well as necessary to pass the assignment. At the end of your internship, these daily emails must be written up into a polished and reflexive report. The daily emails will help ensure you're keeping good field note records, alerting your academic supervisor to your situation, and asking for help whenever needed.

The audience for the field notes is your academic supervisor. Their purpose is to demonstrate that you can apply scholarly terminology and concepts to 'real world' situations, and can use academic resources to help you understand, analyse and, if necessary, problem-solve the real world situations that you encounter.

The field notes are a confidential document that should not be shown to anyone other than your academic supervisor. Even if there is another intern in your workplace, you must send separate, private daily notes. Sometimes it may even be your working relationship with the other intern that it is helpful to reflect on and get help with!

You can describe interpersonal situations, but try to avoid using actual names of workplace personnel if possible. Using generic position titles is fine. Look for patterns that can help you identify workplace culture and norms. Seek out case studies from similar workplaces and compare them with your experiences, to help you identify what is typical and what is unique about your workplace.

For each day you are at work, write about 200 words of concrete descriptions of the creative and organizational processes you observe. It may help to make immediate rough notes throughout the day as you observe (or use the voice notes function on your cellphone). At the end of each day convert these rough notes to clean, succinct prose and email them to your course coordinator. Do this as soon as possible after the end of each day of placement time, preferably that same evening. Ensure that you keep a permanent record of each message sent, as sometimes these can go to 'spam' and you will need to produce a copy to prove that it was submitted.

At the end of your internship placement, collate all your field note entries into a single polished document. This usually requires you to remove a lot of the detail from your original messages and draw out key themes. You may wish to structure your final field report around the same two key questions that are addressed in your seminar presentation: What did I learn, and what can I contribute. Incorporate any changes in response to feedback from your course coordinator and add in any additional academic sources that you have subsequently found to be useful in helping you understand your workplace's creative processes.

Your final report for assessment should make explicit connections with any research resources that you think may be relevant and explain how and why they apply. Use APA style to reference your academic sources.

You may find the item on business report writing at <http://owll.massey.ac.nz/assignment-types/business-report.php> is helpful for ideas on how to structure your report, but it is not essential to follow that particular structure.

Last, submit the report on Stream for marking.

Your grade for this assignment is based 50% on your daily emails, and 50% on your final collation of those emails into a polished reflective report.

Maximum of 2000 words for the report. Please include a word count at the beginning of your assignment.

Massey's grading schedule is:

First Class Pass	A+	90-100	Outstanding
	A	85-89.99	Excellent
	A-	80-84.99	Excellent in most areas
Second Class Pass	B+	75-79.99	Very good
	B	70-74.99	Good
	B-	65-69.99	Good in most areas
Pass	C+	60-64.99	Satisfactory
	C	55-59.99	Adequate
	C-	50-54.99	Mostly adequate
Fail	D	40-49.99	Poor
Low Fail	E	0-39.99	Below standard

Reflective Field Notes Marking Guide

Feedback will be one of:

O = Outstanding E = Excellent VG = Very Good G = Good S = Satisfactory A =

Adequate NW = Needs Work

Student name:

		O	E	G	S	NW
Engagement	Field notes show that student was engaged with workplace creative and organisational processes throughout placement, whether through participation, shadowing or observation					
Awareness	Show that student was aware of creative goals, processes, issues, challenges and obstacles as they arose					
Description in theoretic terms	Clearly describe creative processes and outputs using appropriate terminology					
Analysis	Use resources to explain and interpret observations and suggest why situations arose Demonstrate ability to apply academic theories and concepts to analysing and understanding creativity and collaboration in the workplace Compare and contrast workplace situations with case studies and guidelines Use observations to critique theory					
Resolution/recommendations	Demonstrate ability to problem-solve using academic theories and concepts, recommend academic or research resources that would be useful in the described situation and show how and why they are relevant					
Self-evaluation	Field notes provide an honest and reasoned assessment of student's own performance with reference to resources they consulted during the placement					
Academic grounding & referencing	Field notes frequently reference relevant academic sources to demonstrate familiarity with research & scholarly knowledge about creativity and creative organisations Academic sources are directly applied to the workplace situation and used to explore it In-text references use APA style Reference page uses APA style					
Language	Spelling, grammar and appropriate vocabulary Transitions, sentences, paragraphs Proofreading, typos, semantics					
Presentation	Student takes care with overall presentation of work and pays attention to detail. Word count not exceeded.					

Grade:

Comments:

Assignment Two: Project Reflection

Weighting: 40%

Due Date: 31 July

Length: Up to 2000 words (or equivalent workload if non-written) plus submission of your host's evaluation of you. *Please note:* you can't get a grade for your project until we receive a copy of your host's evaluation. It is your responsibility to request this from your host.

Instructions: Project

The project assignment gives you flexibility. It might be a project that your internship host asks you to do in the workplace. The parameters of this should be negotiated with the workplace early in the placement and discussed with your academic supervisor. Your academic supervisor needs to approve a workplace project as suitable for assessment.

Examples of a workplace project might be: writing an audience development strategy for a creative organization; drafting a social media publicity plan for a creative event; contributing regular entries to a creative organisation's blog documenting their work in progress; acting as assistant stage manager for a theatre company for the duration of your placement and shadowing and assisting the stage manager; interviewing members of the creative organization on camera (Massey can loan you high-quality cameras and give you access to an editing suite) and editing the footage to create a series of 'vox pops' for publication on the creative organisation's website or social media (Massey has technicians available to help you with the editing process); writing web content for the organisation's website; or taking official photos at rehearsals and performance, for the organization to use in their publicity. Or many more. The kind of project is open to you to discuss with the host: let them know your skills and interests, and encourage them to identify their needs. Then write a simple project plan and get them to approve it. You can see a couple of good resources for project plans at <https://www.projecttimes.com/articles/10-steps-to-creating-a-project-plan.html> and <https://www.projectmanager.com/blog/how-to-plan-a-project>. Don't forget that your academic supervisor can help you with project planning, so make sure you talk to them early, as soon as it is clear what your project is, to get advice.

On rare occasions, if your internship involves more observation than participation (which is still a valid learning experience) your internship project might be something that the workplace experience inspires you to do independently. For example, if your workplace is OK with you taking photos, but doesn't need them for publicity purposes, you could still create a personal creative work such as a photo essay of your time there. Or, you might write creative non-fiction pieces and poetry about your experiences. Or, you might obtain permission from your workplace to interview people in the workplace about a particular question (for example, 'What does creativity mean to you?' or 'What is the role of risk-taking in your creative process?') then write up a research essay that summarises the interviews. Feel free to discuss your project ideas with your academic course coordinator before settling upon a plan, but don't agonise too much about 'what' you will do – it is the 'how' you do it that is important. So pick something, get it signed off quickly by workplace and academic course coordinator, and then create a plan for how best to do it! You should submit your plan, as well as evidence of the actual creative output, as part of your project work for assessment.

You must supply a final evidential copy of your project, and its planning and scoping documents showing the processes you used to develop it, to your academic supervisor for assessment, so if you are going to submit a workplace project please ensure that your internship host is happy for your academic supervisor to also see it for grading. You normally would also supply a corrected version of the output to the workplace after completing your internship and incorporating any suggestions for enhancement that your academic supervisor supplies during the marking.

You also need to supply a 1-2 page reflective summary of what you learned during the project and how you applied research resources to plan or evaluate your project activity. This summary should also clarify, for collaborative work, which parts of the project were your own work. The summary should show how you actively considered and selected the best ways to approach the work required of you, to help your marker to see the extent of your analytical thinking behind the work.

If your project does not itself involve producing writing (for example being assistant stage manager), be sure to ask your workplace supervisor to include in your workplace evaluation form their clear statement documenting the tasks you have fulfilled and your achievements in fulfilling them. If your project is web-based or social media based, please supply links to the work you have created.

The marking guide (over the page) for the project is more generalized than the other marking guides, in order to encompass the flexibility of a wide range of possible projects. As a general guide, your marker will look for you to have:

- Made a project plan from the start of the internship
- Sought feedback and guidance on the plan
- Identified and applied the specific skills you need relevant to the project you agreed upon
- Conducted relevant research (readings, consultations, online research sources) to inform your work
- Kept good records throughout of all plans, what happened, how things were adjusted, lessons learned
- Followed a deliberate strategy for the best chances of a successful project (rather than just 'winged it!') and adjusted that strategy as necessary
- Proactively sought help, information and advice whenever needed
- Reflected on your learning, and
- Given attention to detail, including the detail of referencing your sources.

Workplace assessment form

You also need to ask your internship host to fill in the workplace evaluation (see Appendix A in this guide). They can either return this directly to you, and you submit it with your project, or they can return it to your course coordinator who will then add it to your project materials for marking. Your workplace evaluation must be received by your course coordinator before your project can be marked.

Please note: we do not place a large grading emphasis on this form, as workplace expectations are variable. It is more a way for us to identify any mismatch between workplace expectations and the

interns we have placed. However, we do need to receive it back in order to holistically assess your project in context. If you get a great recommendation, this is also a fantastic document for you to place in your CV! In directly assessing your internship project, however, we place most emphasis on your own critical self-reflection and your evidence of preparing for and learning from the experience, which you need to document in your work submitted for assessment.

Project Marking Guide

Feedback will be in the form of

O = Outstanding E = Excellent G = Good S = Satisfactory NW = Needs Work

Name:		O	E	G	S	NW
Evidence of student performance	Evidence supplied by the student themselves shows student reflecting critically on how best to work productively in both individual and collaborative situations in order to develop effective project and relationship management skills					
Evidence of student performance supplied by workplace	Evidence supplied by the internship host (see Appendix A) shows student working productively in both individual and collaborative situations in order to develop effective project and relationship management skills					
Problem solving	Evidence supplied shows student solving aesthetic, relational and logistical problems using skills or knowledge from expressive arts practice, including through reference to documented resources (including published research and academic supervisor as a resource)					
Documentation of processes	Documentation is supplied showing student's ability to research and plan a project relevant to a creative workplace, using language appropriate to genre, purpose and audience					
References	Research resources are used, and are appropriately referenced using APA referencing.					

Assignment Three: Seminar Presentation

Weighting:	20%
Due Date:	19 July
Length:	<u>maximum</u> 5 minutes

Brief: Seminar Presentation

The seminar presentation should take the form of a case study addressing your reflections on the learning objectives of your internship. Presentations will be given towards the end of your internship, and will be presented as a group with the other interns. Workplace hosts will also be invited to come and see presentations, should they wish to do so, so your presentation should bear them in mind as part of the intended audience.

Your seminar should answer two questions: What did I learn? What can I contribute? Consider each of the criteria below thoroughly, but then for each of the two questions just pick some key highlights for your presentation rather than trying to cover everything.

Your presentation should be no more than 5 minutes long, followed by up to 3 minutes (maximum) for questions. Make sure you rehearse the timing in advance.

Feel free to use a creative approach to your seminar: a PowerPoint or Presi (see <https://prezi.com/signup/public/>) is one way to communicate information, but there are many other ways. Feel free to be innovative, using for example performance poetry, multimedia, theatre techniques, or audience interactivity, if it will help you demonstrate your points.

What did I learn?

- Document what you have learned about techniques of creative discovery and production. How has applying creative, critical and theoretical methodologies to evaluate performance, writing, or media projects and/or the creative processes involved in making those projects advanced your understanding of creative expression or media production? What has this internship experience particularly developed in you as a creative artist or informed consumer of the arts?
- Document what you've learned during your internship about working productively in both individual and collaborative situations in order to develop effective project and relationship management skills. How have you grown your soft skills alongside your creative skills?
- What did you learn about solving aesthetic, relational and logistical problems using skills or knowledge from expressive arts practice? What's the standout thing you saw your internship hosts do that was innovative or exceptional? What are some key resources that helped you solve problems, and how did they help?

- What did you learn about scoping and planning a creative project? Are there systems, documents, plan templates or procedures that can help with the logistical side of creative expression?

What can I contribute?

- You will have learned from your internship, but now, at the end of the process, it's also likely you can contribute some insights that might help your internship host take their operations to the next level. Your host organisation probably does not have access to a university library – what research resources did you find, and what were the key learnings you took from them that were useful in this workplace?
- One of several reasons internship workplaces are willing to invest their time and energy in hosting and supervising interns is the opportunity to gain new insights into what they do. In particular, internship hosts are often interested in understanding the perspective of young people. As a young person, and one with international cultural experiences, what understandings might you bring to the host on issues such as how to develop their youth audiences or what the appeal of their creative work might be likely to be internationally? If your prior creative experiences were in a different field from your internship placement, is there any cross-fertilisation of ideas that you can bring from that other field to generate new knowledge in the host field?
- While your personal experiences will alert you to new perspectives on an organization, you should also try to supply evidence, not only rely upon your opinion, to back up your recommendations. If you see an opportunity to contribute ideas, do some research in your field to see if others have had similar ideas or there are studies in the area of the recommendations you are making. Do a web search, consult with the librarian, and use citations to support your points.
- Make sure that you phrase your contributions entirely in positive language: talk about existing strengths of your internship workplace, things they do well, and ways to build upon or enhance or expand those strengths productively. Don't point out 'problems' – identify 'opportunities'.
- Show a draft to your course coordinator for feedback if you are at all unsure about the language you are using. (There's also a good guide to using positive language at: <http://work911.com/articles/poslan.htm>.)

In structuring your presentation, you may find it helpful to include the following items: synopsis, the background or context to your internship (who, what, when and where of your internship placement), discussion (of the two questions – what you learned and what opportunities you've identified to which you can contribute), recommendations, and references. However there are no absolutes in how you design this assignment. You may find a better structure that suits the nature of your own experiences, but do be sure that you lead your audience logically through the information you want to present.

Seminar Presentation Marking Guide

Give a five minute presentation, then answer questions from the audience (up to 3 mins Q&A).

You are encouraged to use multi-media or audio-visual aids to enliven and structure your presentation.

O = Outstanding
VG = Very Good
G = Good
A = Average
N = Needs work

Speaker:
Date:
Topic:
Mark /100

CONTENT	rating	DELIVERY	rating
INTRODUCTION		<ul style="list-style-type: none"> Kept eye contact 	
<ul style="list-style-type: none"> Captured interest 		<ul style="list-style-type: none"> Spoke clearly 	
<ul style="list-style-type: none"> Introduced internship context clearly and summarised who, what, when, where 		<ul style="list-style-type: none"> Paused effectively 	
BODY		<ul style="list-style-type: none"> Avoided reading from notes 	
<ul style="list-style-type: none"> Answered 'What I learned' question 		<ul style="list-style-type: none"> Showed enthusiasm 	
<ul style="list-style-type: none"> Answered 'What I can contribute' question 			
<ul style="list-style-type: none"> Main points of argument clear 			
<ul style="list-style-type: none"> Insights are reflexive, original, analytical and constructive 			
<ul style="list-style-type: none"> Evidence or support for ideas using creative or aesthetic research resources 		<ul style="list-style-type: none"> Presented visual aids well 	
<ul style="list-style-type: none"> Sources credible 		<ul style="list-style-type: none"> Kept audience attention 	
CONCLUSION		<ul style="list-style-type: none"> Originality of presentation 	
<ul style="list-style-type: none"> Reinforced key points of argument 		<ul style="list-style-type: none"> Finished in time limit 	
<ul style="list-style-type: none"> Used positive language 			
<ul style="list-style-type: none"> Ended with impact 		<ul style="list-style-type: none"> Answered questions positively & thoughtfully 	

Supporting your learning at Massey University

Whether you are a distance or internal student, domestic or international, first year or postgraduate, a high achiever or just scraping by, Massey University is committed to helping you reach your full learning potential.

During your studies, you may want to explore effective ways in dealing with the following:

- planning essays and reports
- assignment structure and format
- using and referencing sources
- using Stream to its full effect
- enhancing study skills
- effective time management strategies
- reading and note-taking
- exam preparation

Support is available in the following programmes to help you to advance and further develop your skills in academic writing.

- Internal Individual Appointments

You can make an appointment to discuss either study skills, using Stream effectively or the review of an assignment with a Learning/Writing Consultant or Advisor. Make sure you book in advance to avoid disappointment.

- Internal Workshops

Each campus offers a series of workshops to cater to the wide genre of students ranging from first year students to postgraduates. Students will be able to participate in on presentations that cover strategies for writing assignments to effective time management.

- OWLL (Online Writing and Learning Link) Website

The Online Writing and Learning Link is a centralised website for academic writing and study resources. It allows all Massey students to access an extensive range of resources about study skills, assignment writing, referencing, exam skills, FAQs and basic Word formatting. Go to <http://owll.massey.ac.nz> for more information.

- Writing and Study Skills Handouts

A large collection of handouts on topics ranging from the correct way of referencing to effective exam strategies is available. View these online at <http://owll.massey.ac.nz> or request a hard copy if you do not have Internet access.

Student Learning Development Services have created an Academic Writing: A Guide to Tertiary Level Writing booklet which is also downloadable free from the OWLL website. If you would like a hard copy, you can purchase it for \$5.00 from Student Learning Development Services.

- Academic Support Request Form

A web-based Academic Support Request form is located within the OWLL website. Distance students can submit requests, ranging from help about writing assignments to effective ways of learning in the university setting. It does not give specific content based assistance. Consultants will respond to these requests by the following business day. Go to <http://owll.massey.ac.nz/about-OWLL/contact.php>

- Staff Supporting your Learning at Massey

Various support staff members are available to provide you with assistance to all of these services whether it be the Pasifika, Postgraduate, International, Kaiarahi, Learning, or Writing consultants. To book an appointment to utilise their services, see below.

Wellington Campus – Centre for Teaching and Learning

For all Wellington-based students who would like to book an appointment to see an advisor, please contact:

Centre for Teaching and Learning

Centre Administrator

Phone: 04 8015799 extn: 63389

Email: ctlwel@massey.ac.nz

Disability Services have offices and staff on the Albany, Manawatu (Turitea) and Wellington Campuses of Massey University. For any enquiries, please contact 0800 Massey (0800 627 739) and ask to be put through to Disability Services or email: disinfo@massey.ac.nz.

Massey University Library: Te Putanga ki te Ao Matauranga

E nga hau e wha o te motu, tena koutou katoa. Nau mai ki Te Putanga ki to Ao Maturanga. Kaua e matakū, Kaua e whakama ki te tukuna mai o koutou patai, awangawanga ranei ki a matou. Ma matou koutou e awhina. Kia kaha, kia maia.

Please don't hesitate to contact the Library for help with accessing resources to support your study. We are here to help you to succeed. There are several ways that you can use the Library to find the materials you need:

Using Massey libraries in person

You're welcome at any of the Massey Campus Libraries (in Auckland, Napier, Palmerston North, and Wellington). Many services are available from these Libraries, including: access to the Library's electronic resources, help desks for providing solutions to individual problems, and research consultations for postgraduate students.

The library web site

You can use the Library Web Site (<http://library.massey.ac.nz/>) to find useful resources by:

- searching KEA (the Library catalogue) to find and request books held at any of the Massey Libraries,
- using subject guides to identify relevant electronic resources, and
- searching databases to find journal articles on your topic.

Contacting the library

Full contact information and Library hours are available on the Library Web site: http://www.massey.ac.nz/massey/research/library/library_home.cfm , or drop in to:

Wellington Campus Library

Block 5, 63 Wallace Street
Wellington

See other ways to contact the library at:

http://www.massey.ac.nz/massey/research/library/help-and-instruction/contacts--help/contacts--help_home.cfm

Appendix A: Blank Sample Workplace Feedback Form



MASSEY UNIVERSITY

WORKPLACE SUPERVISOR'S EVALUATION OF CREATIVE INTERNSHIP STUDENT

Student's Name _____ Job Title/Position _____

Dates Attending Workplace _____

Employer _____

RELATIONS WITH OTHERS

- Exceptionally well accepted
Works well with others
Gets along satisfactorily
Has some difficulty working with others
Works very poorly with others

ATTITUDE & APPLICATION

- Outstanding in enthusiasm
Very interested and industrious
Average in diligence and interest
Somewhat indifferent
Definitely not interested

JUDGEMENT

- Exceptionally mature
Effective in making decisions
About average in making decisions
Sometimes makes the right decisions
Often uses poor judgement

DEPENDABILITY

- Completely dependable
Above average in dependability
Usually dependable
Occasionally dependable
Unreliable

ABILITY TO LEARN

- Learns very quickly
Learns readily
Average in learning
Rather slow to learn
Very slow to learn

QUALITY OF WORK

- Excellent
Very good
Average
Below average
Very poor

PROFESSIONALISM

- Highly professional
Somewhat professional
Average in professionalism
Somewhat unprofessional
Very unprofessional

COMMUNICATION SKILLS

- Excellent
Very good
Average
Below average
Very poor

ATTENDANCE: () Regular () Irregular

PUNCTUALITY: () Regular () Irregular

OVERALL PERFORMANCE: (please circle)

Outstanding Very Good Satisfactory Marginal Unsatisfactory

This report has been discussed with the student intern: () Yes () No

Do you give Massey University permission to discuss this evaluation with the student intern: ()
Yes () No

Please print full name and title of workplace supervisor:

Signature of workplace supervisor _____

Date _____

We are grateful for your assistance with this feedback. If you are able to, we would also appreciate any further detail that you care to provide, over the page, to help us fine-tune the internship programme for both you and other employers in future.

EMPLOYER’S ADDITIONAL EVALUATION

We would appreciate your feedback on the following. Please make your comments as brief or detailed as you wish.

What duties were assigned to this student?

What do you feel the student has learned as a result of this Internship?

Are there any areas that you feel the student could improve on, either in academic training or preparation for work? i.e. strengths and weaknesses.

Any other comments?

How satisfied are you with this Internship programme?

Not at all satisfied = 1 2 3 4 5 = Very satisfied

Would you consider taking on further students? () Yes () No

If **yes**, please advise details of the most appropriate contact within your organisation:

PLEASE RETURN TO:

Dr Elspeth Tilley
Associate Professor and Wellington Campus Coordinator
School of English & Media Studies
Massey University | Private Box 756 | Wellington 6140 | New Zealand
Email: e.tilley@massey.ac.nz | Phone: + 64 4 9793565