



Lifelong
Learning
Programme

MAPSI

Managing
Art Projects with
Societal Impact

MAPSI Internships: Learning Outcomes and Reflection

Project Title: Managing Art Projects with Societal Impact

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Report

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1. Introduction

Managing Art Projects with Societal Impact -project (MAPSI) piloted a new type of an internship. The pedagogical approach adopted for the internship pilot is based on Learning by Developing Model developed and widely used by Laurea University of Applied Sciences, Finland. Laurea, like any other university of applied sciences, is very familiar with internships as learning spaces. It is worth highlighting that all the other partners in the MAPSI consortium are “traditional” universities, and internships are not embedded in their curricula.

Laurea compiled a report on the Learning by Developing Model to familiarize the rest of the consortium on the chosen pedagogical approach for the internships. Additionally, Laurea provided general instructions for the MAPSI Internship.

According to the general instructions the main aim of the MAPSI internship is to promote professional skills. The more specific goals are the following:

- The student learns a responsible and professional way of working
- The student learns to assess his or her own activities and obtains capabilities for multi-professional cooperation
- The student learns about a development-oriented approach to work and how to apply it in his or her work.
- The student's expertise is strengthened within a joint framework combining three areas (Managing Art Projects with Societal Impact).

The scope of the internship is 5 or 10 ETCS.

This report presents the feedback gathered both from the students and their supervisors/mentors at work places. We conclude the report by reflecting on the pilots and the feedback received. Finally, we suggest new ideas how to further develop the MAPSI internship model.

2. MAPSI Internships

The general aim concerning the MAPSI Internships was to pilot a specific MAPSI internship model developed by Laurea. In the project proposal it was mentioned that we aim to organize at least one internship pilot at each of the partnering universities; that is altogether five MAPSI internships.

The following table 1 presents the MAPSI Internships that took place between January 2015 and February 2016.

Table 1. MAPSI Internships

<i>University</i>	<i>Internship Place</i>	<i>Internship Period</i>	<i>ETCS gained</i>
EAMT	Jazz Records Fair at the Jazzkaar: Free Concerts' Day	14.–20.4.2015	5 ETCS
EAMT	Interfilm 2015	July-August 2015	5 ETCS
EAMT	Aalto University, School of Business, Start-Up Center, FINLAND	September 2015	5 ETCS
EAMT	Zodiak Center for New Dance, FINLAND	January 2016	5 ETCS
Sibelius Academy	Finnish National Opera, the Audience Outreach department, "Enchanting Sibelius" -project	Spring 2015	10 ETCS
Sibelius Academy	IHME Contemporary Art Festival	February-March 2015	5 ETCS
Sibelius Academy	IHME Contemporary Art Festival	February-March 2015	5 ETCS
Laurea UAS	IHME Contemporary Art Festival	February-March 2015	5 ETCS

During the MAPSI project, altogether eight internships were piloted, thus we succeeded in almost doubling the set minimum goal. On the other hand, only three universities out of five organized MAPSI internships for their students: Estonian Academy of Music and Theatre (EAMT in the table), University of the Arts/Sibelius Academy and Laurea University of Applied Sciences. Both Estonian Academy of Music and Theatre and University of the Arts/Sibelius Academy have specific Master Programmes for Arts Management, and therefore the idea of MAPSI Internships was very well aligned with their present curricula's learning objectives.

Estonian Business School doesn't offer or require internship from Master students as the majority of EBS Master students work on daily bases hence it was difficult for EBS to find students interested in MAPSI internships. In Spain there are legal problems in implementing the internship model to the Spanish education system and labour market system.

We wish to highlight that two of the MAPSI internships described in the Table 1 were executed in a foreign country: two students from Tallinn, Estonia, (EAMT) found their internship places in Helsinki, Finland. In addition, it is interesting that one of the internship places (IHME Festival) employed three students from two partners (Sibelius Academy and Laurea), and two of those students were Spanish.

Main duties of the interns during their internships

The following table 2 describes the tasks of the interns.

Table 2. Main duties of the interns during their internships

<i>Internship Place</i>	<i>Main duties (as described by the interns)</i>
Jazz Records Fair at the Jazzkaar: Free Concerts' Day	Helping to organize Jazzkaar's Free Concert Day: organising the Jazz Records Fair, finding jazz record sellers and contacting them, collecting records from Estonian jazz artists to sell them at the Jazzkaar jazz music section, organising the morning yoga class and jazz seminars.
Interfilm 2015	Film evaluation and selection, submission and administrative work, communication with filmmakers
Aalto University, School of Business, Start-Up Center, FINLAND	Helping to map a new client segment; helping to research for new e-learning platform; helping to organize mentor pitching event, to study the incubator's role in supporting creative entrepreneurs
Zodiak Center for New Dance, FINLAND	To prepare information materials for artists, to prepare stage and backstage, to host artists in backstage, to make daily schedules for artist
Finnish National Opera, the Audience Outreach department, "Enchanting Sibelius" -project	Project coordinator of "Enchanted Sibelius" production: plan the project overview, coordinate 168 workshops with local schools (4.000 pupils), lead the creation of the teaching material package, recruit workshop leaders, responsibility of the budget, coordinate school visits to the opera, report to the Ministry of Education and Culture, coordinate appropriate meetings between FNO and parties involved.
IHME Contemporary Art Festival	To study and develop IHME Festival's content, production and audience work; to improve the feedback system and tools for IHME-festival in different ways

Based on the task descriptions in the Table 2 it can be concluded that the interns had very good opportunities to get hands-on experience on a wide range of duties. It can also be concluded (based on the written reports by interns) that all the internship places were willing to let the interns to decide how to execute the tasks assigned to them. The internship tutors trusted on the competences of the interns.

Next we will present the achieved goals or the tangible outcomes of the internships as described by the interns themselves.

Tangible outcomes of the internship

- The project was completed successfully: the workshops, teaching material pack and performances have received positive feedback.
- We carried out the three planned operations: test of awareness, tuning with the audience, and Meet the IHME as part of the festival programme. Afterwards, we analysed the results and delivered a report to IHME as part of the general feedback and evaluation process that they do every year after the festival. Tangible outcomes are knowledge about operations that can be done in order to learn more about the audiences and these operations can be playful.
- Getting people know more about IHME-festival, improving the feedback-system for IHME
- Successfully executing the first ever Jazz Records Fair in the history of Jazzkaar's festival; promoted and carried out the morning yoga class and jazz seminars
- To see and be part of organizing dance festival in foreign country - got good contacts from a different dance organisation - broaden my professional Network.
- Two different surveys for two different client groups to be used to map the segments later; empirical data about expectations from the target audience when it comes to e-learning; successful mentor matching event.

The main conclusion based on the table 2 and the tangible outcomes listed above is the following: the MAPSI internship clearly supported achieving the learning outcomes of the Master of Arts Management Programme. However, it is less evident whether the tasks and outcomes covered the main topic in MAPSI project, managing art projects with societal impact. It seems that the students had duties related to gathering feedback from the audience, the participants of the events or festivals but none of them actually tried to evaluate the societal impact of the festival or the art project in question – or to make a plan for evaluating societal impact.

3. Feedback from the students

A feedback questionnaire was sent to all interns. Seven out of eight filled in the questionnaire. The items were as follows:

- Preliminary information about the internship (requirements, dates, responsibilities) was adequate and sufficient.
- The internship was useful and gave me practical experience on my chosen field of interest.
- The internship provider/supervisor clearly communicated his/her expectations and gave me practical guidance during the process.
- All of the previously agreed goals of the internship were achieved.
- The experience was mutually pleasant and I would like to work for the organization in the future.

The 5-point scale ran from "It's true" to "Not true":

- It's true
- It's mostly true
- Can't say
- Can't quite agree
- Not true.

The following figure 1 presents the results.

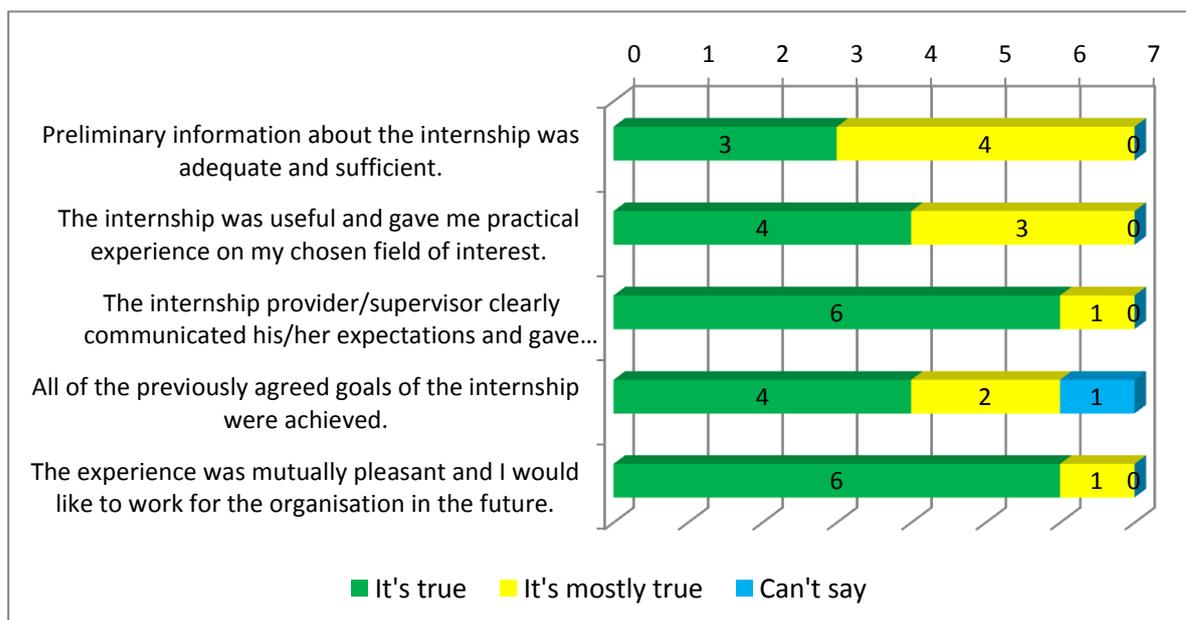


Figure 1. The students' feedback on their internships (7 respondents)

The interns were very satisfied with their internship supervisors: they had communicated their expectations and they had given the support and advice needed during the internships. Thus, the experience was evaluated as mutually pleasant, and the interns were willing to work for the same organization in the future, too. Some of the open-ended comments verify these results:

- We are happy about the MAPSI team and the relationship with our supervisor at IHME Festival. We received support, and we felt trusted, and freedom of action was given to us.
- I would gladly recommend FNO and Audience Outreach Department for those interested in doing an internship involving audience outreach/development.
- I am extremely happy with my experience at Aalto Start Up Center!
- I truly enjoyed working in such a prestigious festival, and I would be happy if there would evolve some kind of partnership or even a future workplace.

Four students out of seven totally agreed (chose the option “It’s true”) with the following: “The internship was useful and gave me practical experience on my chosen field of interest. The rest of the interns chose the option “It’s almost true”. Again, the open-ended comments provide some insights why these students didn’t totally agree with the item:

- I would have liked to be more involved in the brainstorming process - right from the beginning, not included when almost everything is already figured out. Next time I would like to be more like a full member of the staff.
- The internship was interesting, although it didn't really include the social service-area which I am studying. But that didn't really matter to me, as I enjoyed learning about the new area for me.

Four students out of seven evaluated that all the previously set goals for the internship were achieved. Two students chose the option “It’s mostly true”, and one student couldn’t say.

The feedback indicates that more attention should be paid to the information on the internships before the actual internship period begins. Three students considered the information adequate and sufficient, and four students found the preliminary information slightly unsatisfactory. The comments and reflection written by the interns in their internship reports reveal that the discussions with the internship provider should start weeks or even months before the actual internship period. In some cases, it could have been better if the internship collaboration was started with a series of meetings in order to familiarize the intern with the future task or project. Especially in the context of festivals the students reflected that they would have liked to have an opportunity to be involved in the planning process of the festival, not just in the implementation phase although the tasks allocated to them were to be executed mostly when the festival was going on. None of the students explicitly replied that the generic information on the internship was insufficient.

Lessons learnt from the internship experience

The interns were asked to describe in their own words what they learnt from the internship experience:

- I have developed my skills in project coordination, more specifically in processing large amounts of detailed information and leadership.
- Practical experience in a real life project; to create and produce freely our own project; improvement of our time management/problem solving/change management skills, team work, task division, arts management, feedback collection, focus group facilitation, audience development, marketing (joint answer from 2 students working in the same internship place).

- Communicating with well-known professionals, adapting quickly to changing environments, negotiation.
- I learned about cultural production, how to organize events and how to get feedback in different ways.
- How to work with people from a different country and different kind of an organization.
- I met quite a few amazing people who were very warm and caring towards me. Also very willing to share their knowledge and expertise. During the internship I really felt like it became my second home and I am very grateful to them for it.

As was already mentioned above, the internships provided versatile learning spaces and learning outcomes which are in-line with the curricula of Master Programmes in Arts Management.

Do the students need additional training or internships?

Question: "Please, specify, if you would need additional training/internship in the future. (Which field? Did this internship lack anything that you would have needed? What would be your expectations for the next internship?)"

The comments provided by the interns:

- In the future we would like to do an internship with a clearer societal impact. Although every cultural project has a societal impact, we would like to participate in a project that had a stronger impact in society (joint answer from 2 students working in the same internship place).
- Probably it would be good to add more some social services to the project if Laurea (social service-) students are included.
- To have different kinds of tasks that also considers my professional knowledges.
- As a 2nd year Master student this will most likely be my last internship. Overall it has been a great learning experience. If I were to complete another internship, I would pay more attention to organizing regular meetings with my mentor.
- One can always learn more but I didn't feel like I was lacking anything during my internship.

Interestingly, two interns acknowledged that the societal impact point of view was missing in their internship.

4. Feedback from the internship supervisors

A feedback questionnaire was sent to all the six internship providers, five of whom filled in the questionnaire.

The items were as follows:

- Preliminary information about the internship (requirements, dates, responsibilities) was adequate and sufficient.
- The internship was useful and practical for my organisation.
- The intern clearly understood and effectively carried out his/her responsibilities.
- All of the previously agreed goals of the internship were achieved.
- The experience was mutually pleasant and I would be willing to organize the internship in the future.

The 5-point scale ran from “It’s true” to “Not true”:

- It’s true
- It’s mostly true
- Can’t say
- Can’t quite agree
- Not true.

The following figure 2 presents the results.

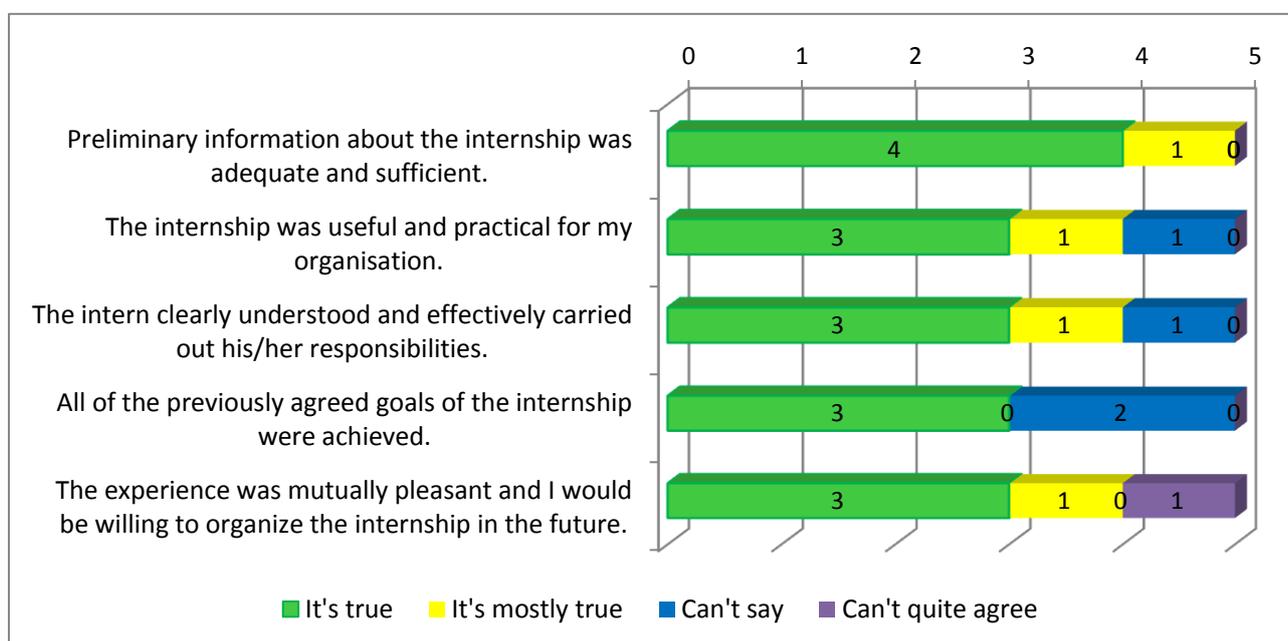


Figure 2. Feedback from the supervisors

Three internship providers out of five were very satisfied with the internships: they totally agreed with the item arguing that the internship was useful and practical for their organisation. One of them chose the option “It’s mostly true”, and one couldn’t say.

Likewise three supervisors had found the experience mutually pleasant and they would be willing to organize the internships in the future. One of the supervisors chose the option “It’s

almost true". However, one of the respondents couldn't quite agree with the item, meaning that he or she was at least partly unsatisfied with the experience.

Although the supervisors felt that the preliminary information about the internship was adequate and sufficient, it seems that more time should be reserved for discussions on the responsibilities of the intern and the goals of the internship. See also the comments below.

Lessons learnt from the internship experience

The supervisors were asked to describe in their own words what they had learnt from the internship experience:

- It is a joy working in collaboration with Arts Management Master's Program. You provide good quality students in these purposes. Thank you.
- The research that was conducted by our intern is very beneficial also for us as an organization, she pointed out many issues that were not of our knowledge before.
- It is very important to start these processes at an early stage. Now we had the possibility to start at a very late stage to collaborate with the interns. Normally, we start all long-term collaborations in September and it would have been good also in this case. E.g. the marketing of the events the interns carried out would have needed more open discussion, but this also would have happened if we had started our collaboration earlier.
- The internship should be planned well in advance and the intern should have a clear vision of what are the activities that will be carried out and that should go in line with the vision of the internship by the hosting organization.
- We expected more independence and self-initiative of the student, it also probably depends on the age and experience of the intern.

In the general instructions for MAPSI internship, the tasks of the supervisor are described as follows:

- familiarising the student with the institution/organisation where the internship is being conducted
- helping the student to specify his or her goals and plans for the internship
- guiding, monitoring and supporting the completion of the internship
- providing the student with feedback on the internship
- issuing a written assessment of the internship and conducting an assessment discussion.

In the future, more attention should be paid on the thorough discussions between the student, the work place supervisor, and the representative of the university. The timing of the discussion, or discussions, is very important: they should take place well ahead of the actualization of the internship.

The work place supervisors give some additional comments about the internships:

- Our intern is a very good specialist, some communication problems have occurred, we also think that maybe her expectations were a bit higher comparing to what we could have offer to her as the institution.

- The cooperation between us and our intern was a very good experience and chance to get to know the Estonian environment from her. It was in fact, sad to say goodbye to her.
- Many thanks to the great MAPSI-team! It was a pleasure to work with you. Your project was well planned and I really appreciated the way you paid attention to the different types of our festival audience: potential, current, loyal.

All the supervisors replied that they are open for negotiations to take new interns in the future. Thus, all in all, the MAPSI internship pilots can be considered very promising openings as they aroused willingness to continue collaboration.

5. Reflection and ideas for further development of MAPSI Internships

Learning as becoming

General instructions for the MAPSI internship claim that the professional growth of the student is the key issue in the internship. The students are to be guided both by their university teachers and their work place supervisors in their path to become professionals.

Learning involves the acquisition of identities (Brown and Duguid, 2001); it involves becoming an “insider” (Brown and Duguid, 1991). It is not enough to claim to be a professional Cultural Manager – one must be recognized as such, particularly by other actors in the arts and cultural field. Internships provide an excellent way of gradually becoming an “insider”.

However, in the context of MAPSI internships, we must raise a question: is the aim of a MAPSI internship to strengthen the student’s identity as a professional Cultural/Arts Manager or mainly as a Change Maker, Challenge Solver, Game Changer, Champion of the Future, Forerunner in Societal Changes, or the Saviour of the Globe?

The feedback on the MAPSI internship pilots clearly indicate that the piloted MAPSI internship model has great potential in supporting the students’ identity building processes to become professional Cultural Managers. When we aim to support the students’ identity building processes to become Change Makers capable of planning, executing, and evaluating art projects with societal impact, we have to re-think and revise the model.

Words matter: need to replace the word “internship”?

Internships are easily associated with vocational training. In universities, students are involved in R & D projects, or RDI projects, in some cases, field projects. Or depending on the pedagogical approach adopted, the universities may offer practice-based study modules, or problem-based study modules. Hence, we wish to ask: is there a need to replace the word “internship”?

In many universities and universities of applied sciences the Master Programme students work part or full time. Therefore the idea of part of full time internship isn’t too appealing, especially if the Master Programme students already work in the field they are studying. Yet, these students could be interested in e.g. Societal Challenge Solving Competitions or Voluntary Work Projects.

How to engage internship with other study modules?

During the pilot internships the interns were able to utilize the knowledge and understanding they had gained in their previous studies. However, only one of the students explicitly reported the theoretical basis his or her internship activities were related to. The instructions for the learning assignment ask the student to describe a framework for the internship. The framework should cover both the work place (organization and its field) and the main theories which help the student to take forward the development task his or her internship is focusing on. In the future, more attention should be paid on combining theoretical and practical knowledge in the context of internships.

The report called “Developing the pedagogical model for MAPSI internship” suggests the so called Rotation model as an option for MAPSI internships. In this model the periods of internships at the work place and studies at the university rotate. Based on the feedback and the internship reports we suggest piloting the rotation model. It could solve some of the problems related to the lack of thorough discussions in the early phases of the internship. In the rotation model the total duration of the internship period would be longer while the actual time spend on the work place would remain the same. There are different kinds of options for the rotation: one week at work, one week at university or each week 2 days at work, 3 days at university, etc.

Above we maintained that words matter. The authors of the general instructions for the internship use the concept “development task” which comes from the Learning by Developing approach. Maybe the concept is too loose for those who are not familiar with the LbD pedagogical model. Would it be better to speak about “research and development project” while referring to the main purpose and tasks of the internships?

If we would like to put even more emphasis on the research and development orientation of the internship, we could frame the whole exercise as an action research project. In the action research project we start observing (“what is happening?”) followed by reflection (“what does it mean?”). Next we plan what we want to change, and after planning we act. The circle “observe-reflect-plan-act” goes on and on.

How to do it: individually, pairwise or in a small group?

In one of the MAPSI pilots there were three interns at the same work place. The experience was very encouraging. In the future, internships could be carried out individually, pairwise or as a small group. When internships are carried out individually, we suggest that peer group sessions are organized by the university after the internships to share experiences and knowledge. (Compare the group sessions suggested for the rotation model.)

If the internships are executed pairwise or in small groups, we suggest that the goal setting and reflection should, however, remain at least partly individual work.

International internships?

Two of the MAPSI pilot internships were carried out abroad. We strongly encourage international internships. They should be based on the student’s own activity and contacts. Unfortunately the ERASMUS student mobility funding is available only for those internships that last for minimum 90 days. Some universities provide funding for shorter periods, too.

About reporting

The reports the pilot interns provided are interesting, and they cover the tasks and activities of their internships very well. General instructions for the internship propose that an e-portfolio is prepared with four separate elements:

1. Description of the orientation (1-2 pages)
2. Description of the environment where the internship was completed (approx. 4 pages)
3. Report on the development task (5-8 pages)
4. Self reflection (video clip, approx. 3 minutes)

Based on the experiences of the pilots, the idea of an e-portfolio is useful. The first one – Description of the orientation of the student – is very important, and it should be openly discussed with the supervisor/mentor at the work place and the university teacher. The question raised in the first section “Learning as becoming” is very relevant in the discussion on the student’s orientation.

The instructions for the second element – Description of the environment of the internship – need to be slightly rewritten to put more emphasis on the theoretical framework point of view of the research and development task at hand. As words matter, the second element could be retitled as follows: Description of the practical and theoretical framework of the internship.

We propose that the instructions for the third element – Report on the development task – could be slightly rewritten as well. The reports on the pilots responded very well on the questions given in the present instructions (what, why, how, what was the time frame, what kind of resources, needs or ideas for further development). As there is only one “why?” question in the list, the reports were rather descriptive, the critical analyses and reflection on the chosen activities was mostly missing. It seems that new questions guiding for a more analytical approach are needed, for example: why the certain actions were chosen, what were the options, reflection on the execution process: reasons for success, reasons for failure, reflection on the skills and competences needed, analyses of the outputs from different stakeholders’ points of view, anticipation of the longer-term societal impacts of the actions. Additionally, the students could be asked to reflect on the tasks and responsibilities as an intern from the Cultural/Arts Manager’s profession’s standpoint.

Finally, back to the General Instructions for the MAPSI Internship

On the whole, it can be concluded that the General Instructions for the MAPSI Internship are a very solid starting point for the internships and the learning assignments related to them. In the future, more attention should be paid on the actual fulfillment on the guiding principles and instructions. Furthermore, the pilots revealed minor needs for revision of the texts. Finally, we propose that the present word-document “General Instructions for the MAPSI Internship” were developed into two Guide leaflets (one for the intern and the other for the mentor) designed by professional graphic designers.

All in all,

it can be concluded that the MAPSI internships were a very successful pilot: we gained valuable experiences and feedback based on which it is possible to develop the approach further, and to nurture the fruitful collaboration between universities and work places.

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