

Analyzing Problems Dealing with Compulsory Internship Processes and Technology Use at Universities in Turkey

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Agenda

- **Introduction**
- **Literature Review**
- **Research Questions**
- **Methodology**
- **Findings**
- **Discussion**
- **Conclusions & Recommendations**
- **Questions**
- **References**

Introduction

Internship:

- A part of formal education...
- Face-to-face training ...
- Compulsory in certain fields of study...
- Personal and professional development ...
- Opportunity to improve certain skills & finding a job...
- Preparation for professional life..



Introduction

Compulsory Internship Process for Students

1. Get into contact with an adviser and finding an appropriate place...
2. Signing agreement & handing in documents to students' affairs
3. Keeping the adviser informed about the process
4. Keeping a portfolio/report
5. Handing in the portfolio/report

Compulsory Internship Process for Advisers

1. Contacting students and helping them find an appropriate place...
2. Confirmation of the agreement...
3. Coordinating all process between the students, workplaces and students' affairs
4. Controlling/visiting the workplace
5. Checking the portfolios/reports
6. Coming together with commission members and deciding on a grade: pass or fail

Literature Review

Regulations (2002) by National Higher Education Council

- Sequence of workflow
- Responsibilities of students, advisers and boards
- Assessment & Evaluation

Conditions at Universities

- Similar applications at universities ...
- Different durations for internship...
- No commonly accepted way ...
- No adequate emphasis on responsibilities of workplaces ...
- No payment for the advisers

Literature Review

Some Improvements

Growing emphasis on cooperation between the industry and universities (Erdil, Pamukçu, Akçomak & Erden, 2014; Yardımcı & Müftüoğlu, 2016)

Need for well qualified staff ...

Public Finance Management and Control Law (law no 5018) -> a) create more effective human resources management, b) use information technologies in maximum in order to provide faster, cheaper, and more quality services for people.

Underlying & Ongoing Problems

Cooperation, communication, bureaucracy, technology transfer, technology integration into processes (Ciritcioğlu, Aydın & Şenol, 2016; Kurt & Yavuz, 2014)

Internship controlling, collaboration with private business and finding appropriate places -> nontransparent processes

Literature Review

Some Improvements

Need for technological investments (Tüzün, 2007; Üncü, 2014; Çelik & Çelik, 2015; Kulaksız, 2016)
Improvements in health & life insurance for students (law no: 5510 in 2008 (Eser, 2009; Tezel, 2009))

Underlying & Ongoing Problems

Fake (nylon) internships: ethical or moral problems (Çelik, 2005; Çiftçi et.al., 2013; Kulaksız, 2016; Türkseven, 2012)
No Payment for students' work during their internship
Lack of technological infrastructures before, during and after the internships (Kulaksız, 2016)

Research Questions

Traditional Methods & Lack of technological infrastructures

- a) What are the most frequent problems faced by the students and determined by the academicians during their compulsory internship processes?
- b) Do advisers use Internet/computer based technological tools (web sites, automation systems, etc.) for finding work places and evaluation of compulsory internship?
- c) What are the potential educational technology policies that should be improved in terms of providing better evaluation of the reports and internship processes of the students?

Methodology

Type: A descriptive research

Participants: 95 academic staff (research assistants, lecturers/instructors, faculty members) from vocational schools, faculties, institutes, etc.

Scope & Limitations: vocational schools and fields of educational, social, and life/engineering sciences in both private/foundation and state run universities (medical studies excluded)

Instruments: Online Questionnaire with Likert Scale + Open Ended question

Procedures & Data Collection: Only the staff with advising experience in internship processes

Data Analysis: JASP & AntConc -> Descriptive Statistics, Frequencies, Contingencies

Findings

RQ 1: Seeking appropriate workplaces and controlling students during their training at workplaces, etc...

Findings

Table - 1 Frequency of Problems Faced While Finding Appropriate Places for Internship

<i>Position Held</i>		<i>Always</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	<i>Total</i>
Research Assistant	Count	0.00	2.00	7.00	1.00	2.00	12.00
	% within row	0.0	16.7	58.3	8.3	16.7	100.0
Lecturer	Count	4.00	13.00	16.00	8.00	2.00	43.00
	% within row	9.3	30.2	37.2	18.6	4.7	100.0
Assistant Professor	Count	5.00	10.00	8.00	5.00	1.00	29.00
	% within row	17.2	34.5	27.6	17.2	3.4	100.0
Associate Professor	Count	0.00	2.00	2.00	0.00	0.00	4.00
	% within row	0.0	50.0	50.0	0.0	0.0	100.0
Full Professor	Count	2.00	4.00	1.00	0.00	0.00	7.00
	% within row	28.6	57.1	14.3	0.0	0.0	100.0
Total	Count	11.00	31.00	34.00	14.00	5.00	95.00
	% within row	11.6	32.6	35.8	14.7	5.3	100.0

Findings

Table - 2: Distribution of Problems Determined

		Always	Often	Sometimes	Rarely	Never	Total
a) Not finding an appropriate place in time	f	8	36	30	12	9	95
	%	8.4	37.9	31.6	12.6	9.5	100
b) Student's absence in workplaces	f	4	23	39	19	10	95
	%	4.2	24.2	41.1	20.0	10.5	100
c) Not writing accurate and clear reports	f	15	36	31	10	3	95
	%	15.8	37.9	32.6	10.5	3.2	100
d) Not working in an appropriate positions for their vocational skills	f	10	36	30	12	7	95
	%	10.5	37.9	31.6	12.6	7.4	100
e) Not providing necessary emphasis on internships by responsible staff	f	14	40	31	6	4	95
	%	14.7	42.1	32.6	6.3	4.2	100
f) The students not handing reports on time	f	8	19	35	26	7	95
	%	8.4	20.0	36.8	27.4	7.4	100
g) No payment for the students	f	31	23	17	12	12	95
	%	32.6	24.2	17.9	12.6	12.6	100

Findings

Table - 3: Distribution of the Most Time Consuming Conditions

		Always	Often	Sometimes	Rarely	Never	Total
a) Analyzing training record books written by the students	f	37	33	14	7	4	95
	%	38.9	34.7	14.7	7.4	4.2	100
b) Reaching and visiting workplaces	f	13	20	18	24	20	95
	%	13.7	21.1	18.9	25.3	21.1	100
c) Not meeting on time as internship commission	f	4	10	21	29	31	95
	%	4.2	10.5	22.1	30.5	32.6	100
d) The students not handing reports on time	f	8	22	31	28	6	95
	%	8.4	23.2	32.6	29.5	6.3	100

Findings

RQ 2: Contacting acquaintances or previous contacts but not using Internet, not having technological infrastructures,

Findings

Table – 4 : Having a Particular Unit and Technology for Internship Processes

	f	%
Not available	64	67.4
Available	31	32.6
Total	95	100.0

Table – 5: Frequency of Controlling Internship and Workplaces

	f	%
Once or twice in a week	7	7.4
Once or twice in two weeks	11	11.6
Once or twice in three weeks	3	3.2
Once or twice in four weeks	25	26.3
Never	49	51.6
Total	95	100.0

Findings

Table - 6: Distribution of Preferred way of Controlling Workplaces

	Visiting workplaces	Sending mail to workplaces	Calling workplaces	Sending e-mail to workplaces	Contacting another faculty or school's adviser
	Percent	Percent	Percent	Percent	Percent
Always	10.5	5.3	6.3	4.2	4.2
Often	7.4	7.4	14.7	9.5	6.3
Sometimes	13.7	16.8	28.4	21.1	7.4
Rarely	16.8	14.7	21.1	24.2	13.7
Never	51.6	55.8	29.5	41.1	68.4
Total	100.0	100.0	100.0	100.0	100.0

Findings

Table - 7: Distribution of Preferred ways of Seeking Appropriate Workplaces

	Seeking over Internet	Seeking over acquaintances	Contacting previous workplaces	Visiting potential workplaces
	Percent	Percent	Percent	Percent
Always	3.2	20.0	23.2	8.4
Often	10.5	35.8	29.5	9.5
Sometimes	24.2	23.2	24.2	22.1
Rarely	25.3	8.4	11.6	25.3
Never	36.8	12.6	11.6	34.7
Total	100.0	100.0	100.0	100.0

Findings

Table – 8: Distribution of Types of Comments			
Types of comments	Recommendation Provided	f	%
a) Improving orientation programs for students	No	81	85.3
	Yes	14	14.7
b) Controlling and supervision	No	83	87.4
	Yes	12	12.6
c) Introducing new legal regulations for internship boards/commissions	No	84	88.4
	Yes	11	11.6
d) Increasing length of internship	No	85	89.5
	Yes	10	10.5
e) Improving effective cooperation and communication between universities and private sectors	No	86	90.5
	Yes	9	9.5
f) Giving responsibility and appropriate workload for students at workplaces	No	88	92.6
	Yes	7	7.4
g) Finding appropriate workplaces	No	89	93.7
	Yes	6	6.3

Findings

Table - 8: Distribution of Types of Comments

Types of comments	Recommendation Provided	<i>f</i>	<i>%</i>
h) Assisting students for writing reports	No	89	93.7
	Yes	6	6.3
i) Payment for advisers	No	90	94.7
	Yes	5	5.3
j) Improving orientation programs for workplaces	No	91	95.8
	Yes	4	4.2
k) Payment for students	No	92	96.8
	Yes	3	3.2
l) Decreasing numbers of students	No	92	96.8
	Yes	3	3.2

Findings

Table – 8: Distribution of types of comments

Types of comments	Recommendation Provided	<i>f</i>	%
m) Building up an internship center for students	No	92	96.8
	Yes	3	3.2
n) Allowing students work in the workplace after internship	No	93	97.9
	Yes	2	2.1
o) Providing objective assessment and evaluation	No	93	97.9
	Yes	2	2.1
p) Archiving students comments on their internship and workplaces	No	94	98.9
	Yes	1	1.1
Total		95	100.0

Findings

Concordance Hits 18

Hit	KWIC	File	
1	giderilebilmesi için staj yapılan yerlerle	daha aktif ilişkiler kurulmalı. Fikrim yok	comments
2	yerde istihdam edilmeli... staj komisyonlarının	daha aktif çalışabilmesi için üniversitelerce yasa	comments
3	işverenlerin seçmesinin sağlanması" Öğrencilerin	daha bilinçli olarak, öğrenme odaklı ve	comments
4	uygun kadroların tahsis edilmesi gerekiyor.	Daha düzenli bir iletişim gerekli. Üniversiteler	comments
5	- "1-Staj işlemleri için belirlenen takvim	daha erkene alınmalı, 2-Oryantasyon eğitimleri düz	comments
6	ve iş yerlerinin bu doğrultuda	daha etkin olmaları. Bana göre okulların	comments
7	stajı doğru şekilde yapmanın öneminin	daha fazla anlatılması... staj yapılan iş	comments
8	yerleri temini, stajyerlerin işletmede prosesi	daha fazla görebilmesi sağlanmalı ve staj	comments
9	lamasının anlatılması stajın öneminin anlatımı "	Daha fazla önem verilmesi ve dikkat	comments
10	denetim yapması zorunlu hale getirilmelidir.	Daha iyi tanıtım Uzun dönemlere yayılmış,	comments
11	ilgili bir hoca ise, öğrenciler	daha kaliteli bir staj yapıp gerçekten	comments
12	ücret ödenmesi staj değerlendirme birimlerinin	daha kaliteli olabilmesi için eleman alımlarının	comments
13	yok Okullarda Staj değerlendirme süreçlerinin	daha objektif olması için gerekli düzenlemeler	comments
14	ihtiyaç olduğunu düşünüyorum. " İş yerleri	daha sık denetlenmeli ve bunun için	comments
15	şeklinde olmasının staj öğrencileri için	daha yararlı olacağı kanısındayım. Bunun yanında	comments
16	için gerekli düzenlemeler yapılmalıdır. Staja	daha çok devam etmiş, daha çok	comments
17	. Staja daha çok devam etmiş,	daha çok gayret göstermiş öğrenci ile	comments
18	lanmalıdır. Öğrencilerin staj yaptıkları yerlerde	daha çok sorumluluk verilmesi gerektiğini düşünüyö	comments

Findings

Comments by the Participants:

Comment - 1:

“Internships are completed in 30 week day in vocational school of law. However, the duration of internships occurs at the same time as period when the courts are closed in summer time and therefore, the students serve like an archivist and waste their time. I have even learned the term, “nylon internship” thanks to the students. Thus if you make an attempt on to ensure that the students at vocational school of law can complete their internships during academic terms at the end of this study, that will be a relief for us.”

Comment - 2:

“There should be an internship curriculum, which will be prepared by workplaces and universities in cooperation and the students should be trained at workplaces in accordance with education that they took at schools. The students who are absent from the workplaces should concurrently be reported to the schools. In this way, there will be a fair and accurate evaluation for the students.”

RQ 3: Technology policies: Communication & Collaboration, databases, online portals, editing and assessment systems...

Technology Policies required for:

- a) building up collaboration and communication
- b) setting up archiving data bases
- c) forming online portals
- d) installing an online and collaborative real-time editing system
- e) improving a web based dynamic assessment system

Discussion

Traditional applications for internship processes ...

“Innovation Capability” -> technical background, self-confidence and motivation (Ozkul, 2012)

Needs analysis for advisers ... (Gulneri, Orhan & Aydin, 2017)

Technology policies ...

Dynamic Assessment system for the whole process ...

Conclusions & Recommendations

- **Building up technology policies and Investing on technology**
- **Collaboration among students, advisers and workplaces**
- **Encouraging advisers to use tools**
- **Setting units/centers for internship processes**
- **Re-defining students' roles at workplaces**
- **Orientation programs for students**
- **Both students and advisers should be paid for their efforts**

Questions



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