MAS 350

Media Internship

S1 Day 2015

Dept of Media, Music & Cultural Studies

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Guy Morrow
guy.morrow@mq.edu.au
Contact via guy.morrow@mq.edu.au
Y3A 193E
Tuesday 10am to 12 noon

Credit points
3

Prerequisites
39cp and (admission to BA-Media or BA-MediaLLB or BMktgMedia or BA in Media)

Corequisites

Co-badged status

Unit description
This unit is intended to provide students with hands-on experience as part of their undergraduate studies. It is designed to complement students' knowledge of the media with practical experience in a professional environment. In order to fulfil the requirements of this unit, students undertake a 100 hour vocational placement working under supervision to complete an assigned project. Students attend an initial meeting with the unit convenor, and are expected to contact their internship supervisor (at their placement) and academic supervisor (at Macquarie University) no later than the second week of the semester. Projects vary depending on placements and may include a series of articles for print; contribution to an audio-visual, radio or multimedia production; or involvement in designing or implementing a public relations campaign. Please note that some placements are competitive and may require students to attend a formal interview or a test organised by an internship provider. In exchange for the internship opportunity, the internship provider expects initiative, professionalism and willingness to work in teams and independently.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Develop professional, creative, practical and employability skills based on the requirements of the workplace/community/industry.

Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.

Critically appraise the placement and observe how it fits in its sector.

Identify and evaluate alternative media theories and debates as they arise in the workplace.

Argue a point of view on a particular media theory and/or practice as it relates to your placement, and identify potential opposing arguments to your point of view.

Reflect on your personal development during the internship and your progression to employment.

Analyse the values of the placement and whether you have integrated them into your own views and practices.

Assessment Tasks

Name	Weighting	Due
Activity and PACE Agreement	5%	Before placement commencement
Self-reflection & diary	20%	Every second week
Placement Research Report	35%	Friday 1 May
Final Essay	40%	Thursday 11 June

Activity and PACE Agreement

Due: **Before placement commencement**
Weighting: **5%**

MAS350 requires students to identify their own internship placement and then submit all relevant documentation for approval. This process will be your first assessment task and is designed to enable you to demonstrate that you are capable of developing negotiating skills with people from a variety of professional backgrounds. You will be assessed in your ability to work with your chosen organisation to execute all necessary internship forms and agreements in a competent and timely manner. Failure to submit these forms and agreements will result in you receiving a fail grade for this unit.

Whether planning, creating, or selecting an internship, student interns should be applying certain general principles in order to ensure an optimal experience (see unit learning outcomes). An internship that does not challenge or lead to professional or personal growth will be of little long-

term value. If students already have work experience in a particular area but still wish to pursue an internship in a similar area, they should approach the internship from a new perspective, one that will not be a matter of repeating tasks they already have undertaken. Recommendations for internship sites are available from the unit convenor (guy.morrow@mq.edu.au).

All MAS350 students are required to complete the following steps -

Read the frequently asked question (FAQ) outline that you will be emailed and/or download a copy via the MAS350 iLearn site.

Work independently to find a placement. The unit convenor has an industry 'ideas list' database that has been accumulated primarily through past placements. You can access this database if you so desire. You can also book a time to consult with the unit convenor concerning your placement.

Once you have found an organisation that is willing to host you as an intern, email arts.pace@mq.edu.au and request a link to complete your online Student Proposal Form.

Complete the Student Proposal Form giving as much detail as possible about your proposed organisation and internship.

Once you have submitted your student proposal form you will be contacted by email with details on how to complete the following necessary forms and agreements:

1. Participation Agreement – to be completed by your host organisation

2. A Workplace Health & Safety (WHS) form – to be completed by your host organisation

3. Student Undertaking – to be completed by you.

Please note that your proposed internship cannot be approved by the unit convenor without completing these forms.

You will be contacted by email once all your forms have been returned and your internship is approved.

Marking criteria:

1.   the timeliness of completing the paperwork and commencing the internship

2.   your accuracy in filling them in

3.   the appropriateness of the internship - how it matches with your media studies

4.   failure to submit the required forms and agreements will result in you receiving a fail grade for this unit.

On successful completion you will be able to:
  • Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.

- Critically appraise the placement and observe how it fits in its sector.
- Reflect on your personal development during the internship and your progression to employment.

Self-reflection & diary

Due: **Every second week**
Weighting: **20%**

1. Skills and Capabilities Audit Tool

Due date: Week 13, with final essay

Students are required to complete the first part of the Skills & Capabilities Checklist (available in the Assessments section on iLearn) at the commencement of their placement and then complete the second part on completion of the placement. It is important to comment fully so that you can assess the changes you have undergone over the duration of the internship and to evaluate future growth.

You only need to provide detailed written comments on three topics in each section, but you need to rate yourself on all topics (i.e. give yourself a grade). Keep this document and complete it at the end of the semester, when you hand it in with your final essay.

2. iLearn Diary

Due dates: Every second week after commencement

Every second week during your placement you are required to post a 200 word diary entry on the unit iLearn site, and respond to at least five responses to other students' posts every second week.

In the diary entries you will briefly outline the activities you undertook for your placement during that period, and make at least one critical observation about your placement. This may be, for example, an achievement, a difficulty you faced, or something you learned about the media industry in general; it may also be something you will reflect on later in your Final Essay. The purpose of this is to share experiences with your fellow enrolled students and with the unit convenor, and also to encourage ongoing reflection while you are undertaking your placement.

This is also one of the systems that the unit convenor has put in place to monitor and detect when something has gone wrong with your placement. It is therefore of utmost importance that you complete this task across the semester.

Note that any workplace bullying and resulting psychological damage should be included. The University has a duty of care for you and therefore this is one of the work placement safety monitoring systems that has been put in place for you. Note, however, that this is not the only system, so if anything problematic occurs during your placement, you are required to contact the unit convenor immediately on 0413 197 880 or guy.morrow@mq.edu.au.

3. Log sheet

All students must hand in a completed log sheet (available on iLearn under Assessments) which has been signed by the placement supervisor to show they have completed the 100 hour requirement. This must be included with the Final Essay.

Marking criteria:

1. Completion of the two self-reflective components at the outset and completion of the internship

2. Meeting deadlines for regular posting of your diary entries

3. Standard of content of postings

4. Standard of responses to others' postings

5. Understanding of expectations at the outset and capacity to identify shortcomings in knowledge and skills and then assess what changes and growth were undertaken during the placement

6. Level of insight into the placement as an effective workplace

7. Where relevant, ability to recognise problems and seek support.

On successful completion you will be able to:
- Develop professional, creative, practical and employability skills based on the requirements of the workplace/community/industry.
- Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.
- Critically appraise the placement and observe how it fits in its sector.
- Reflect on your personal development during the internship and your progression to employment.
- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Placement Research Report

Due: **Friday 1 May**
Weighting: **35%**

Length: 1000 words
Hand in: via turnitin only

This report is a midway assessment of your placement and should cover two aspects:

In Part 1, you are required to analyse your placement in terms of the sector in which it operates. You are required to look at its vision, mission, structure and human resourcing, clients and

achievements and how you think it meets its corporate goals. You can research other similar organisations (size, budgets, prominence, clients, awards, internship programs etc), in Sydney and beyond, and compare them to your placement. While you are doing this, think about how this will assist you in writing your final essay because you should be considering what your research question will be.

In Part 2, you are examining how the placement has allowed you so far to meet your learning outcomes for this subject and the University's matching graduate capabilities. You must provide evidence to substantiate your claims. You should use the *skills and capabilities self-reflection exercise & diary postings assessment task* to inform your response. This task will be assessed with regard to how well you have developed the graduate capabilities, and have met the learning outcomes for this unit. You can also comment on how well the placement supported you in meeting your graduate capabilities, based on the research you undertook in Part 1. You can also look at what has prevented you from achieving these capabilities.

Marking criteria:

Reading and research (30%):

·   Evidence of thorough research into your placement and how it aligns within its sector, within Sydney, Australia and globally

Relevance (20%):

·   The research informs your understanding of your placement and its sector

·   how well you have met the graduate capabilities and learning outcomes for this unit.

Expression (30%):

·   Ideas are expressed clearly and succinctly

·   Correct grammar, vocabulary, spelling and punctuation

·   Written in an appropriate factual style: as this is a report, you can use bullet points and headings but you still should provide narrative, with an introduction and a conclusion.

Presentation (20%):
·   Correct referencing: – as this is a report, you don't need to reference at the end but should use footnotes for all online documents/reports you refer to
·   The document looks polished and professional.

On successful completion you will be able to:
  • Develop professional, creative, practical and employability skills based on the
    requirements of the workplace/community/industry.
  • Critically appraise the placement and observe how it fits in its sector.
  • Identify and evaluate alternative media theories and debates as they arise in the
    workplace.
  • Argue a point of view on a particular media theory and/or practice as it relates to your

placement, and identify potential opposing arguments to your point of view.

- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Final Essay

Due: **Thursday 11 June**
Weighting: **40%**

Length: 2000 words
Submit essay via the Turnitin dropbox on the iLearn homepage.

This essay involves an engagement with theoretical areas or issues connecting your placement to your studies. It is a critical analysis of your internship, where you assess how your practical experience relates to academic studies.

You can relate your internship experience to your academic studies, selecting one or more media-related topics, processes or theories you have studied in depth and critically discuss or evaluate this/these issue/s in the light of the practical industry work you have completed as part of your internship. You could select an issue from cultural studies, communication studies, or the sociology of the media.

Or you can evaluate how your experiences aligned with the practical coursework you have undertaken. You may wish to compare how the organisation where you were placed performs relative to other similar organisations, by undertaking research.

Depending on the type of your internship project, you may want to write about research methodologies for a film or radio program or an issue such as media convergence.

Previous topics that students have selected include for example the future of print media in the digital age, classification systems in the gaming industry, and the growth of social media in public relations.

If your internship focuses on writing in general, refer to theories of writing. If your internship is in the field of Public Relations, you might link your experience to theories of campaign development or media relations. If it is in film, television or radio production, refer to the material you have studied in production and theory subjects in these fields.

You could also examine pedagogic aspects of internships, based on the ideas/issues/problems you encountered while preparing your Placement Research Report and insights your experience provided you (again, you must find academic references).

This may be necessary if you feel that your placement didn't allow for much engagement with theoretical areas or issues you have studied.

Possible topics include:

- The role of/importance/development of internships or are they just a form of free labour?

- Benefits/shortcomings/insights of working remotely/in a team/small organisation/NGO/ national leader/global company

- Relationships and communication in the workplace – growth of online communication vs face-to-face meetings. You could include the role of the iLearn forum as a form of support.

Your essay can be self-reflective and written in the first person, but it is an academic piece of

work: you can use your own voice to strengthen your case but it must still be accurately referenced and the language you use must not be conversational. You can incorporate personal observations and interviews from your Placement Research Reports but back them up with academic and independent research and sources.

It should be 2000 words and need to be word-processed, with normal academic referencing procedures (no footnotes). Reference widely – you can interview people, refer to blogs, Youtube, media articles and your own published work but it must include independent reading of appropriate academic material, as well as course materials from previous subjects.

If you need an extension this must be agreed on after discussion with the MAS350 convenor, who may ask for documentation. You must apply for an extension before the assignment due date.

Extensions asked for after the due date will not be granted.

Please remember – copying anything from essays you have written for previous subjects will be picked up by turnitin and will be treated as plagiarism – this essay must be your own, original work, and must be referenced correctly.

Marking criteria:

1. Research underlying your critical evaluation (its extent and focus) (35%):

·   Evidence of critical engagement with your earlier media course materials and lectures

·   Independent reading of appropriate academic material

·   Wider, non-academic reading relating to your placement.

2. Content: argument & analysis (35%)

·   Relevance to question and selection of issue

·   Evidence of logic and critical thinking in the rational construction of an argument, supported by research evidence

·   Ability to analyse and synthesise issues using relevant media theory

·   Relating it to your placement.

3. Writing & structure (30%)

·   Presentation and structure, logic and clarity of essay

·   Clarity of written expression; use of English grammar, punctuation, spelling, vocabulary and style

·   Succinct and focused, academic writing style

·   Correct and consistent referencing.

On successful completion you will be able to:
   • Develop professional, creative, practical and employability skills based on the

requirements of the workplace/community/industry.

- Critically appraise the placement and observe how it fits in its sector.
- Identify and evaluate alternative media theories and debates as they arise in the workplace.
- Argue a point of view on a particular media theory and/or practice as it relates to your placement, and identify potential opposing arguments to your point of view.
- Reflect on your personal development during the internship and your progression to employment.
- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Delivery and Resources

Assignment submission

Electronic Submissions

Assignments for this unit will be submitted online via the Turn It In/Grademark software that can be accessed through the MAS350 iLearn unit.

To submit an assignment:

1. Go to the MAS350 iLearn site.

2. Click on the relevant Turn It In assignment name.

3. Click on the **Submit Paper** tab.

4. Select **Student Name**.

5. Enter a **Submission Title**.

6. Select **Submission Part** if there are multiple parts available.

7. Click **Browse** and select the file you would like to submit.

8. Click **Add Submission**.

Examination

There is no examination for this unit.

> *Extensions and special consideration*

Students will be required to adhere to the following Special Consideration Policy.

Special Consideration Policy

http://www.mq.edu.au/policy/docs/special_consideration/policy.html

Applying for Special Consideration

Students applying for Special Consideration circumstances of three (3) consecutive days duration, within a study period, and/or prevent completion of a formal examination must submit an on-line application with the Faculty of Arts. For an application to be valid, it must include a completed Application for Special Consideration form and all supporting documentation.

The online Special Consideration application is found at: http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/special_consideration.

INTERNSHIP PLACEMENT AGREEMENT

Internships are designed to help students make the link between theoretical and methodological studies by learning to apply what they have learnt in a practical situation, and to give internship providers the opportunity to work with a current undergraduate student with a background in media production. They involve a three-way partnership between the university, the placement provider and the student. Participation involves specific responsibilities for each party, as set out below.

RESPONSIBILITIES OF MACQUARIE UNIVERSITY

The University is responsible for the development and implementation of Participation Units. The University agrees to:

(a) Provide third party public liability and personal accident insurance coverage for Students undertaking a Participation Activity;

(b) Provide a contact person who will liaise with the Organisation throughout the duration of the Student's Participation Activity;

(c) Monitor and evaluate the quality of the Participation Activity;

(d) Ensure the proposed Participation Activity, where appropriate, passes through the University's ethics clearance procedure prior to commencement;

(e) Provide the Organisation with information regarding the Participation Units, including objectives and assessment requirements;

(f) Provide pro-formas for the agreed Participation Activity reports (where required);

(g) Ensure that Students engaged in a Participation Activity with the Organisation sign an undertaking in the form set out in the Participation and Community Engagement Partnership Agreement;

(h) Provide consent forms for criminal record or any other checks required by the Host Organisation prior to the Student's commencement in the Participation Activity;

and

(i) Take exclusive responsibility for the discipline of the Student; and overall responsibility for assessing the academic performance of the Student in the unit.

RESPONSIBILITIES OF THE ORGANISATION

The Organisation is responsible for agreeing to the specification of the Participation Activity and the ongoing supervision of the Student during the activity.

It agrees to:

(a) Comply with the occupational health and safety laws of the state or territory where the Participation Activity will be undertaken;

(b) Conduct orientation for the Student about the Organisation: informing them about occupational health & safety requirements; emergency procedures; expected standards of dress and presentation; confidentiality privacy; and ethical guidelines etc;

(c) Provide sufficient resources/facilities for the Student to undertake the Participation Activity, including supervision by the person listed in the Schedule in the Participation and Community Engagement Partnership Agreement;

(d) Advise the University and the Student of any clearances that the Organisation deems necessary for the Participation Activity and ongoing supervision of the Student(s);

(e) Ensure that the Student is aware and where practical, notify the Student of any relevant privacy, confidentiality, ethical or other requirements attaching to, or copyright, design or other intellectual property interests in, any records, documents, works, materials, artefacts, exhibits, models displays or any other objects in the custody of the Host Organisation to which the Student is given access for the purpose of preparing and completing the Participation Activity;

(f) Provide reports as specified in the relevant Participation Unit on the Student's performance in the participation activity;

(g) Acknowledge, where possible, the Student's role in authoring any Materials and any use made by the Organisation of those Materials; and

(h) Agree that the University unit convenor may view the Participation Activity and/or Materials for the purposes of assessing the Student's performance in the unit.

RESPONSIBILITIES OF THE STUDENT

The Student is responsible for completing the Participation Unit and for adhering to the systems that the unit convenor has put in place to monitor and detect when something has gone wrong. Note that any work place bullying and resulting psychological damage counts. The University has

a duty of care for each student and therefore you will need to complete assessment task number 2, as this is one of the ways in which your placement is monitored. Furthermore, if anything problematic occurs during your placement, you are required to contact the unit convenor as soon as possible on:

0413 197 880

guy.morrow@mq.edu.au

In addition, you are required to attend three two-hour seminars. During the first seminar the unit convenor will go through the Occupational Heath and Safety issues relating to MAS350 work placements. Students are also required to:

(a) Complete all the assessment tasks required for the Participation Unit,

(b) Complete appropriate health checks and any other clearances deemed necessary by Macquarie University and or the Organisation;

(c) Meet the time commitment required to undertake the Participation Activity;

(d) Complete the tasks involved in the Participation Activity in a diligent and professional manner;

(e) Maintain high standards of behaviour and personal presentation throughout the Participation Activity;

(f) Abide by and cooperate with the Organisation with respect to all the rules, requirements, and procedures of the Organisation, including (without limitation) those dealing with occupational health and safety, equal employment opportunity, security, criminal record and child protection legislation checks and confidentiality;

(g) Take due care in handling of materials and objects;

(h) Participate in the required classes and assessment tasks for the Participation Unit;

(i) Refer any problems or concerns that cannot be readily dealt by me and/or Host supervisor to my Macquarie University supervisor or other appropriate University staff member as soon as possible;

(j) Acknowledge the Organisation's role in hosting me in the Participation Activity in any documentation I prepare which is based on or incorporates or refers to materials produced during the course of the Participation Activity;

(k) Not use the materials in any manner which is in breach of the requirements concerning confidentiality, privacy, ethics or intellectual property notified to me by the Organisation and/or Macquarie University;

(l) Assign all intellectual property in any materials including but not limited to reports, data, presentations, programmes, designs, diagrams, drawings produced by me during the Participation Activity to the Organisation from the time of its creation or development. This assignment will come into effect from the date on which I commence the Participation Activity or the date upon which the relevant rights come into existence where the material or any part of it is created after I commence the Participation Activity; and

(m) Give the Organisation all reasonable assistance to facilitate any application for any formal protection of these materials and shall sign, execute and deliver any documents, forms and papers required to be produced or obtained in connection with any such application at the Organisation's sole cost and expense.

Required and recommended texts and/or materials

'Opportunity Identification' and 'Opportunity Creation'

On the unit this year we plan to investigate student team-based possibilities for expanding the range of delivery modes for PACE within a media program (in addition to running the activities in a traditional way). We currently have a PACE development research grant to explore the research question: What is the nature of student team-based internships in terms of collaborative creativity? Through an engagement with the literature pertaining to both arts entrepreneurship curricula in higher education (Beckman, 2007; Brindle, 2011; Daniel, 2010; Huq and Gilbert, 2013) and group creativity research (Amabile and Pillemer, 2012; Sawyer, and DeZutter, 2009; Badke-Schaub, Goldschmidt, and Meijer, 2010; Baer, Oldham, Jacobsohn, and Hollingshead, 2008), we are examining our case study data in order to explore the possibilities for using Macquarie University's new collaborative learning space, MUSE, to build teams of student interns in our media program. In addition, we will suggest potential ways in which media related internship programs can further develop and progress. Our findings relating to student group-creativity have enabled us to evaluate the feasibility of shifting (or partly shifting) the focus of our internship units from a mindset that focuses on placing students individually with pre-existing organisations, towards harnessing the potential of student team-level creativity, thereby enabling students to establish their own start-up organisations and pursue their own entrepreneurial curiosity (Jeraj and Antoncic, 2013).

Creative industries entrepreneurship has received scant attention within the field of Work-Integrated Learning (WIL). Our case study demonstrates how creative entrepreneurship can inform WIL models in order to enhance graduate employability, and in particular, graduate self-employment. The establishment and maintenance of an internship typically involves primary interaction between three people: the intern, the mentor and the associated organisation, as well as the field advisor and the university (Brindle, 2011: 207; Hanson, 1984: 56; Wong, 2011: 526). The argument we will make on this unit however is that we need to think more divergently about the possibilities for internships within the media/creative industries. This is because media/creative entrepreneurship is unique (Bridgstock, 2012), and this uniqueness means that this field of study readily leads to the establishment of start-ups and to spin-off formation (Rasmussen and Borch, 2010) because self-employment/entrepreneurship is the default setting in the media/creative industries.

The study we are completing was funded by a Macquarie University (MQ) Professional and Community Engagement (PACE) development grant. MQ's PACE program is advertised to students in the following way, PACE "will take you out of the lecture theatre and place you in the

heart of your chosen career well before you graduate. PACE broadens your university knowledge by embedding practical experience into your degree. You'll be able to apply your ideas in real settings locally, regionally or internationally, while gaining invaluable life experiences and adding credit to your course." The issue for the field of media studies in relation to this statement is this: if media professionals in Australia increasingly maintain their own businesses, then the "real" setting involves creative entrepreneurship and a need for students to work towards setting up their own businesses "well before" they graduate.

Educators who are convening internship units therefore arguably need to facilitate 'opportunity creation' by focusing on student peer-to-peer networks and clusters of students, rather than isolating students by solely placing them individually with pre-existing organisations. There is a gap in the literature relating to the facilitation of on-campus and emergent student team creativity that will feed both 'new venture creation', as well as 'transitioning' outcomes, through what we will call 'opportunity creation'. The argument here is that in the context of internship units, opportunities can not simply be identified, they need to be created because novelty is sometimes emergent (Sawyer and DeZutter, 2009) and creativity is often distributed between members of a group (ibid).

For the purposes of understanding how to best design a capstone internship unit in a media program, Amabile's (1983a, 1983b, 1996) componential theory of creativity is useful when it is considered in conjunction with Taggar's (2002) work, which has expanded upon parts of this model. Amabile's componential theory includes three intra-individual components and one external component (the social environment) that influence creativity. The intra-individual components are:

1. domain-relevant skills (expertise, technical skill, and innate talent in the relevant domain(s) of endevour);

2. creativity relevant processes (flexible cognitive style, personality traits such as openness to experience, skill in using creative-thinking heuristics, and persistent work style);

3. intrinsic task motivation. (Amabile and Pillemer, 2012:10)

Taggar (2002) has expanded this original model with his discovery of 'team-level creativity-relevant processes', which have been added to 'creativity relevant processes' in the original theory. Team creativity-relevant processes involve a group's ability to work together effectively and make the most of each member's skill set.

In terms of the theoretical framework for this unit, it is useful to consider team creativity-relevant processes as part of the broader componential theory of creativity while also zooming in to consider the exact mechanisms whereby creative products emerge from groups. To this end, Sawyer and DeZutter's (2009) work is useful. Drawing on the work of cognitive scientists who have conducted a broad range of empirical studies of how various cognitive processes are distributed across groups, Sawyer and DeZutter use the term 'distributed creativity' to refer to times when collaborating groups of individuals collectively generate a shared creative product. According to these researchers, distributed creativity ranges from being relatively predictable and constrained, to being relatively unpredictable and unconstrained (82). Their study is primarily

concerned with the latter because it concerns social encounters that are improvisational and are therefore unconstrained, allowing for unexpected creativity to emerge. They use the term 'collaborative emergence' to refer to the unpredictable creative outcomes that are sometimes generated by improvisational groups. In our research project our case study group was an improvisational one and so therefore the terms 'distributed creativity' and 'collaborative emergence' are used when analysing the data.

Distributed creativity is the norm within sectors of the media/creative industries such as popular music (ibid: 83). Situations when the same group comes together multiple times are common; musical groups rehearse many times in order to generate a collectively created performance. The argument on this unit is that new venture creation involves a similar team-creativity-relevant process and because four in five professional artists in Australia maintain their own businesses (Throsby and Zednik, 2010) we need to structure our media related internship programs in a way that will help to facilitate this well before our students graduate.

Therefore on this unit we encourage you to explore the following body of research, in addition to material that relates to your specific area of interest within the field of media studies.

READING LIST

Amabile, T –

(1983a) *The social psychology of creativity*. New York: Springer-Verlag. (1983b) The social psychology of creativity: A componential conceptualization. *Journal of Personality and Social Psychology*, 45, 357-376.

(1996) *Creativity in context*. Boulder, CO: Westview.

Amabile, T and Pillemer, J (2012) 'Perspectives on the social psychology of creativity', *Journal of Creative Behavior*, 46(1), 3-15.

Badke-Schaub, P, Goldschmidt, G and Meijer, M (2010) 'How does cognitive conflict in design teams support the development of creative ideas?', *Creativity and Innovation Management*, 19(2), 119-133.

Baer, M, Oldham, G, Jacobsohn, G and Hollingshead, A (2008) 'The personality composition of teams and creativity: The moderating role of team creative confidence', *Journal of Creative Behavior*, 42(4), 255-282.

Beckman, G (2007) 'Adventuring' arts entrepreneurship curricula in higher education: An examination of present efforts, obstacles, and best practices. *The Journal of Arts Management,*

Law, and Society, 37 (2), pp.87–112

Bridgstock, R (2012) 'Not a dirty word: Arts entrepreneurship and higher education', *Arts & Humanities in Higher Education*, 12(2–3) 122–137.

Brindle, M (2011) Careers and internships in arts management. In: *The Arts Management Handbook: New Directions for Students and Practitioners*. New York, M.E. Sharpe, pp.185–216.

Chen, X, Zou, H and Wang, D (2009) How do new ventures grow? Firm capabilities, growth strategies and performance. *International Journal of Research in Marketing*, 26 (4), pp.294–303.

Cope, J (2005) Toward a dynamic learning perspective of entrepreneurship. Entrepreneurship: Theory and Practice, 29 (4), p.373+.

Daniel, R (2010) Career development and creative arts students: An investigation into the effectiveness of career theory and WIL experiences on practice. Australian Journal of Career Development, 19 (2), pp.14–22.

Dhliwayo, S (2008) Experiential learning in entrepreneurship education. *Education + Training*, 50 (4), pp.329–340.

Hanson, J (1984) Internships and the individual: Suggestions for implementing (or improving) an internship program. *Communication Education*, 33 (1), pp.53–61.

Hughes, D, Keith, S, Morrow, G, Evans M, Crowdy, D (2013) 'What constitutes artist success in the Australian music industries?' *International Journal of Music Business Research*, v1 n4.

Huq, A and Gilbert, D (2013) 'Enhancing graduate employability through work-based learning in social entrepreneurship: A case study', *Education and Training*, 55(6), 550-572.

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Unit webpage and technology used and required

Online units can be accessed at: http://ilearn.mq.edu.au/.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement.

Please consult teaching staff for any further, more specific requirements.

Unit Schedule

MAS350 requires you to find your own internship placement and spend 100 hours with the placement and complete the assessment tasks required. There are also THREE compulsory two-hour seminars across the semester:

<u>C5C 209</u>

Week 1: Either Tues 24 February or Wed 25 February

Week 7: Tues 21 April

Week 12: Tues 26 May

These seminars are designed to address issues relating to opportunity identification, opportunity creation, managerial creativity, productivity, leadership and entrepreneurship. We will not only discuss the aforementioned student-team based PACE activities and the research project that is informing these, we will complete group exercises that are designed to facilitate idea generation relating to your own 'opportunity identification' processes, as well as processes relating to 'opportunity creation'.

For example, one of these tasks involves conceptual combination. We will initially get you to think divergently about what you would like to do for your internship (and if you already have an internship, what you would like to do for your career). We will get you to write 2 lists (an A and a B list) with a minimum of 3 internship ideas/career options on each list. We will then get you to combine one of the jobs from list A with a job from the B list in order to potentially create a new job idea through a process of conceptual combination. You will work in groups of 3 or 4 in order to collaborate on this. Each group will then come to the front of the class to present their (potentially new) ideas of what you would like to do.

We will then invite industry guests to come in towards the end of the seminars to give you feedback on your ideas and to see if they would like to collaborate with you in order to realise any of them.

NB - Remember, all MAS350 placements will need to be approved by the University before you can proceed. Email Arts.Pace@mq.edu.au for the forms, or contact the convenor guy.morrow@mq.edu.au for assistance.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

MMCCS website https://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_media_music_communication_and_cultural_studies/

MMCCS Session Re-mark Application http://www.mq.edu.au/pubstatic/public/download/?id=167914

Information is correct at the time of publication

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Develop professional, creative, practical and employability skills based on the requirements of the workplace/community/industry.

Assessment tasks

- Self-reflection & diary
- Placement Research Report
- Final Essay

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Develop professional, creative, practical and employability skills based on the requirements of the workplace/community/industry.
- Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.
- Critically appraise the placement and observe how it fits in its sector.
- Reflect on your personal development during the internship and your progression to employment.
- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Assessment tasks

- Activity and PACE Agreement
- Self-reflection & diary
- Placement Research Report

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.
- Critically appraise the placement and observe how it fits in its sector.

- Reflect on your personal development during the internship and your progression to employment.
- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Assessment tasks

- Self-reflection & diary
- Placement Research Report
- Final Essay

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcome

- Formulate creative problem-solving strategies to deal with issues such as: working within a limited budget; functioning in a team with people from a variety of professional backgrounds and status; negotiating system blockages and unexpected hurdles.

Assessment tasks

- Placement Research Report
- Final Essay

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Critically appraise the placement and observe how it fits in its sector.

Assessment tasks

- Activity and PACE Agreement
- Placement Research Report
- Final Essay

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Critically appraise the placement and observe how it fits in its sector.
- Identify and evaluate alternative media theories and debates as they arise in the workplace.
- Reflect on your personal development during the internship and your progression to employment.

Assessment tasks

- Activity and PACE Agreement
- Placement Research Report
- Final Essay

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Argue a point of view on a particular media theory and/or practice as it relates to your placement, and identify potential opposing arguments to your point of view.
- Reflect on your personal development during the internship and your progression to employment.

Assessment tasks

- Activity and PACE Agreement
- Self-reflection & diary
- Placement Research Report
- Final Essay

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Reflect on your personal development during the internship and your progression to employment.
- Analyse the values of the placement and whether you have integrated them into your own views and practices.

Assessment tasks

- Self-reflection & diary
- Placement Research Report

Changes since First Published

Date	Description
26/ 02/ 2015	there was a typo with regard to the due dates for two of the assessment tasks. Please approve as this will save us having to answer approximately 1 billion emails from the students regarding the correct due dates.