

NSERC CREATE – Collaborative Learning of Usability Experiences  
Student Handbook

## **Table of Contents**

1. Program Requirements
2. End of Internship Workshop
3. End of Internship Written Report
4. Learning Journal
5. Receiving Feedback
6. Checklist

## Obligations of Program Participants (Students)

1. Students must engage in a work placement internship that is 520 hours of work experience. All work will be UI/UX related.
2. Participate in a mid-placement informal interview, meant to be informational and to help us improve everyone's learning experience.
3. Students must prepare an end of placement written report which will link their work experience to their academic studies, learning outcomes, and make suggestions to improve experience.
4. Students must attend the seminar series events, notices of seminars will be posted to the mailing list. Please note that the only acceptable reasons for missing a seminar is:
  - You are on a work internship
  - You are in class
  - You are holding TA hours
  - Medical accommodation

You must notify us when you will not be able to attend a seminar.

5. In addition to the internship, students will participate in a minimum of three (3) either short courses and/or workshops.
  - Two of these will be as short courses or as workshop participant.
  - The third will be a short workshop designed by the student and presented at end of their internship experience. Its objective will be to understand their own personal learning outcomes and to teach to others. The topic is something significant which the student has learned during the internship. As such it will, in part, flow from their written report. The student can do this individually or, should the mentor be willing to participate, it can be done collaboratively.
6. **Undergraduate students** don't engage in internships. Rather, they are offered a research stipend to work with a professor. Typically, this is done to bridge the student between their 4th year of undergraduate studies and the start of their Masters studies. **Masters students** can do 1 internship. **Ph.D. students** can do 1 or 2 internships. However, the 2nd internship can only be done once the workshop requirements have been completed.

## END OF INTERNSHIP WORKSHOP

### Topic:

- something of significance learned during the internship

### Length of course to be designed and delivered:

- 20 minutes presentation

### Target population ( workshop attendees):

- peers/Clue participants as primary target population though others might observe workshop.

### Criteria/standards:

- Must focus on a lesson learned (see \*) during internship.
- Topic should be of some interest to other CLUE participants and should enrich their own learning experience.
- Should be anchored to a learning objective (what do you expect course participants to learn/gain?)
- Must contain teaching point(s). These must clearly emerge in presentation, in logical sequence.
- Must comply with good presentation practices and techniques.
- Can be supported by a ppt, a demo, handouts, or any other teaching aid or method that supports learning. ***(Any materiel that touches upon proprietary information must receive approval of Employer prior to being shared).***

### \*Lesson learned:

The focus should be on a component of **significance** learned during your internship. This could be a new technique or skill learned pertaining to HCI, **OR** it could focus on some of the soft skills acquired.

Examples of “soft skills” that could be relevant topics are topics such as “navigating bureaucracy and decision making processes in an organization”, “resolving conflict with a teammate”, “tips to maximize learning during my internship”, “what we don’t learn in class”, etc.

Examples of techniques or skills could be a methodology for UI/UX evaluations, a mobile development technique, or technical system used.

Reflection on lessons learned is an important component of integrating and maximizing new learning. Think on your internship period and on the range of competencies you have acquired. Areas of difficulties or where you struggled could be indicators of a lesson which had to be absorbed. If you kept a “Learning Journal”, reviewing your entries may also help emerge a component of value-added for your peers.

It is not expected that you will cover all that you have learned during the internship but rather that you will isolate a particularly interesting or useful component and share it with others.

## WRITTEN REPORT ON INTERNSHIP

### **Topic:**

- written report describing the internship placement

### **Due date:**

- 2 weeks after end of placement

### **Criteria/standards:**

- The overall organization and presentation of the report is clear and effective.
- Grammar, style and citation/reference formats are accurate and appropriate.
- Establishes the organizational context (including reporting structure, hour of work, etc.) the purpose and nature of work.
- Indicates the kinds of work undertaken during the work term, including the identification of specific tasks, analyzes the contributions of the student to that work and assesses the learning experience.
- Effectively relates the work experience to the student's academic studies.
- Identifies the student's challenges and accomplishments.
- Analyzes the strengths and weaknesses of the work experience and makes suggestions to improve the experience.

### **Security:**

Any material that touches upon proprietary information must receive approval of Employer prior to being shared.

# LEARNING JOURNAL

*CLUE encourages interns to keep an informal Learning Journal.*

## WHAT:

- a collection of thoughts , observations and reflections on your learning experience
- records events/actions but also your feelings about events/experiences/situations
- focuses on knowledge, skills, but also on actions, behaviors and personal growth
- a private tool, though, should you choose to, you can certainly share components of it with your coach/mentor

## WHEN:

- on-going
- regular input, we suggest, at a minimum, to make weekly inputs

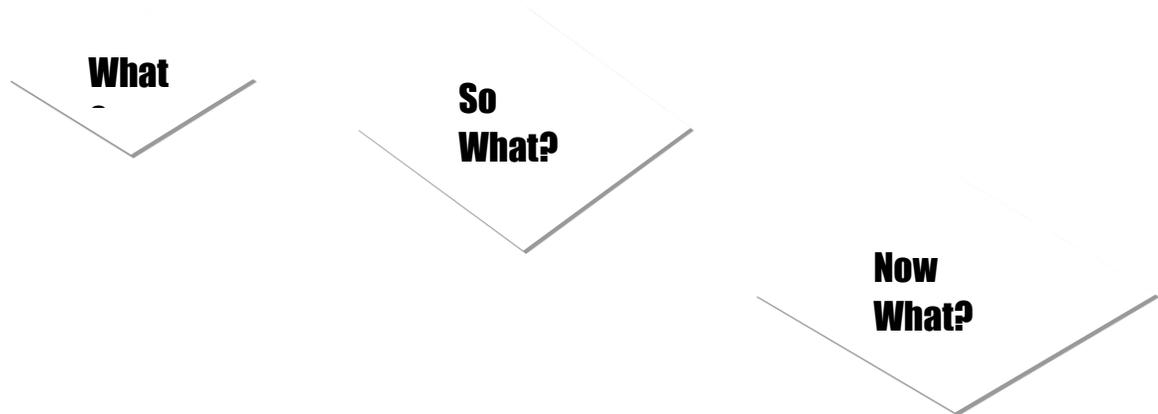
## WHY:

- an opportunity to ponder an experience, to review and to consolidate learning
- supports experiential learning since it fosters reflecting on the experience which in turns helps to better integrate the learning
- can help you position the present learning in a broader framework
- can provide you with insights on your strengths and weaknesses
- can help you plan and monitor your own development
- can help you understand how you best learn and help you develop learning strategies accordingly
- can help you identify the links between academic learning, previous experience, present experience
- fosters you being in charge of your own learning
- although the Learning Journal casts a broader net, components of it can act as springboard to your final internship report and for the short workshop you need develop

## HOW:

- be aware of experience
- reflect on and evaluate the experience
- regulate the experience

It can be summarized:



**WHAT?** This is the description of the experience. Begin by noting the experience, describing the situation or event or situation including your own actions, reactions. Pay attention and do note the emotions it raised in you. Do give focus to things that surprise you about the organization, its processes, or about a task assigned, note things that engage you, or things that raise strong emotions in you. Pay attention to tasks but also to human interactions. Don't stop and analyze at this stage but rather let the writing just flow.

**SO WHAT?** Now reflect on and evaluate the experience. The questions you pose yourself will vary, as adapted to each situation. Pay particular attention to any situation that caused you discomfort or strong emotions. These are often areas of personal and professional growth potential.

Some questions you may ponder:

How did you react to the experience/event/situation? Did additional information add after the experience that may give you a different perspective on it? How does it relate to either past academic learning or past "life" experiences"? What implications does it have for you? What confirms or adds to past learning or experiences? What difficulties did you encounter? Can you find parallel between these difficulties and others encountered in the past? What could be the cause of difficulties? How could you overcome these? What do you find difficult in understanding? Why? What do you find difficult in accepting? Why? What impacts you, comes and "gets you" emotionally? Why? What are you learning about how you best learn? About how you best operate or how an environment can best support or hamper how you operate?

**NOW WHAT?** Regulate the experience and plan for next steps. What does it mean to you? What will you do with what you've learned about "something" or about yourself? If there were areas for

which you identified gaps in knowledge or skills, how do you intend to remedy? (either during, in parallel to, or post the internship.)

How can you put the gained insights to use in the future? Are there components which you can isolate and actively develop/practice/pay attention to, do you need develop a mini plan to help you accomplish this?

Are there areas in which your coach/mentor could assist?

Have you gained insights about yourself and about the type of work environment/management style/work project you prefer? How will this impact career decisions?

## TIPS ON RECEIVING FEEDBACK

- Don't view feedback as "personal" but rather as a helpful tool to provide insights on how your actions are perceived. See it as a tool to help develop or hone your competencies.
- Don't be defensive and do monitor your emotional responses. Don't make excuses or explain your behavior, rather take time to consider the feedback.
- Do be open about what you will hear.
- Do seek feedback on a regular basis.
- If feedback is untimely, politely say so and make arrangements for a more suitable moment.
- Do listen to the feedback. View these sessions as opportunities to learn from someone more experienced.
- Don't interrupt, do let your coach finish what they have to say.
- If the comments are too general, ask for more precision or for specific examples.
- Do ask questions to obtain clarifications.
- Where appropriate, ask for examples of appropriate desired alternative behaviour or action.
- Do use paraphrases or summary techniques to validate understanding of what was transmitted to you.
- Do confirm "next steps" (if any).
- At the end of feedback session, do thank your coach.

### AFTER:

- Do reflect and evaluate the feedback received and, where appropriate, emerge a personal action plan. Your Learning Journal can offer a good opportunity to note the feedback, your analysis of it, conclusions drawn, personal action plan, and further steps taken. Your Learning Journal can also be a tool to support your self-monitoring of specific behavior, help you measure progress on on-going basis.

## Student Requirements Checklist

This check list supports your meeting of the requirements of the CLUE-CREATE program. We suggest that you maintain a record of your milestones

### Required

- Internship
- Internship Report
- Internship Workshop
- Internship Midterm Interview
- Seminar Attendance (Record the dates of attendance)
- Workshop 1 Attendance
- Workshop 2 Attendance

### Optional

- Learning Journal
- Viewing past seminars on our YouTube Channel
- Extra Workshops