

**Connecting Students to the Real World
The PolyU Experience**

Dorinda Fung
Director of Student Affairs
The Hong Kong Polytechnic University



Our Motto:

**“ To learn and to apply,
for the benefit of mankind. ”**



**Work-Integrated Education
where work experience is
integrated with the
academic programme**




Work-Integrated Education

- work-based learning
- In an organizational context




Mandatory WIE since 2005 to

- a. Affirm our positioning to offer academic programmes in a professional context
- b. Enhance student employability
- c. Develop all-round students




Structured:

- Work experience should be purposefully designed to provide intentional learning with intended outcomes.



Learning Outcomes include:

- Professional knowledge & skills
i.e. application in the real world
- All-round attributes
i.e. employability



Measurable:

- Learning outcomes should be documented
- Assessment of the attainment of learning outcomes
- Provision of student feedback



Mandatory WIE since 2005

- Sandwich training
- Clinical placement
- Summer internship
- Final Year Project/Integrated Manufacturing Project
- Service Learning Project



Here are some suggestions of possible Internship Projects:

Research and Database Management	Help research on industry landscape and competitive environment and construct a listing of potential and existing clients with details about their products, personal and professional information, mailing addresses, etc. for marketing or business development purpose.
Software Programme	Help prepare proposals for setting up computer systems to perform specific functions for the partner company after collation of user requirements and analysis of business needs. Provide support to system maintenance and update.
Operations Research	Help conduct preliminary self-studies and evaluations of institutional or organizational processes and performance outcomes to make recommendations for enhancement of efficiency.
Office Organization	Help revamp and redesign work flow, documentation and information management and internal and external communication, etc. for higher efficiency and effectiveness.
Marketing and Promotion	Participate in coordinating company events and activities, production of documentaries, video clips, PowerPoint presentations, on-line presentations, press articles, newsletters, posters and brochures, etc.




Up to 2011, 4 cohorts of graduates with WIE.

Over 10,000 students have had WIE experience



Benefits to Employers

- Select students from application-oriented academic courses
- Bring in fresh ideas
- Encourage cross-cultural exchange
- Meet short-term staffing needs
- Promote goodwill & image



Benefits to Students

- Develop employability
- Develop work competencies
- Gain a greater sense of responsibility & personal direction
- Gain practical experience related to study or career goals
- Receive feedback from employers



Knowledge Exchange in WIE

- An effective way to let students, academics and employers talk and listen to one another.
- Facilitate “contact sport”
- Real-life conversations that make sense



Online Exit Survey

Learning Gains

- 16 specific areas + 1 overall
- 10 pt scale (very little – very much)

Learning Opportunities

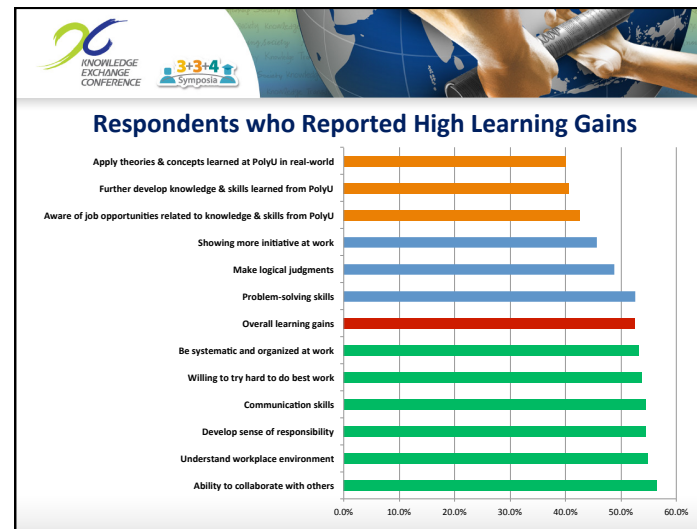
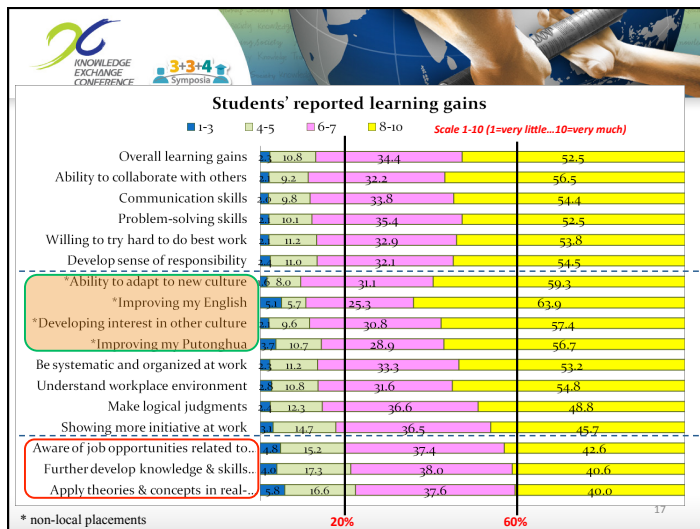
- Contextual
- Motivation – students own efforts
 - 10 questions
 - 6 pt scale (strongly disagree – strongly agree)



The 16 Specific Learning Gains are...

- ☑ Work attitude: initiative, responsibility, try hard to do best work
- ☑ Collaboration & communication
- ☑ Systematic thinking: problem-solving, logical judgment, systematic/organized
- ☑ Enhancing university learning: further develop knowledge & skills learned, applying theories & concepts to the real-world
- ☑ Work-related knowledge: clearer understanding of workplace, seeing more possible job opportunities using knowledge & skills
- ☑ Language: English/ Mandarin skills (non-local only)
- ☑ Global outlook: adapt to new culture, interest in other cultures

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Multiple Regression

For each learning gain scale, a separate regression

- Which contextual factors uniquely predict that LO?
 - Unique relationships minus effect of other contextual factors

All simple correlations significant – tease out the unique effects

Predictors	Learning Gain Scales					
	Work Attitude	Collaboration & Communication	Systematic thinking	Enhancing University Learning	Work-related Knowledge	Global Outlook
1. Know what want to learn before placement						
2. Interest & Challenge	X	X	X	X	X	X
3. Frequency of Feedback			X	X	X	
4. Feedback improve workplace competence	X	X	X	X	X	X
5. Stimulate think about university learning			X	X	X	
6. Require work w/ others	X	X			X	
7. Opportunity to interact different people	X	X	X		X	X
8. Effort to maximize own learning	X	X	X			X
9. Effort to learn by observing others	X	X	X			X
10. Effort to link work with university learning				X	X	




Learning Outcomes

A worthwhile experience

- Great majority of students reported learning gains
- 40-64% getting high specific learning gains (8+), especially
 - Work Attitude (responsibility, try do best work)
 - Collaboration & Communication Skills
 - Problem-Solving Skills
 - Better Understanding of Workplace
 - Language & Global Outlook (non-local placements)


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Summary - Context

- Most important, fairly pervasive
- Interesting & Challenging
- Feedback to improve students' workplace competence
- Students' own efforts
 - Maximize own learning
 - Learn by observing others

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Some differences between generic outcomes and more academically-related ones.

- Generic – required work with others, interact different people, students own efforts to learn (max, observation)
- Academic – links with university learning (nature of placement and student's efforts)

May inform program design, selection of placements



www.polyu.edu.hk/wieinfo/showcase/successful-story/book-view/

PolyU's Work-Integrated Education
Reaching Out to the Real World

HOME WIE STORIES MAP

Search By Department Search By Location Preferred Outcome Development Programme

CONTENTS

Full Stories Download Now

	 Work-Integrated Partnership	 All-round Preferred Graduates
	 Global Citizens	 Competent Professionals
 Where Do We Begin?	 Effective Communication	 Creative Problem Solvers

<http://www.polyu.edu.hk/wieinfo/showcase/category/department/fast/itc/>

PolyU's Work-Integrated Education
Reaching Out to the Real World

HOME | WE STORES | MAP | 中文(繁體)

Search By Department: Faculty of Applied Sciences & Technology, Faculty of Business, Faculty of Construction & Environment, Faculty of Engineering, Faculty of Health & Social Sciences, Faculty of Humanities, School of Hotel & Tourism Management, School of Design

Search By Location: Proactive Student

Proactive Student
Real Estate Property Management

... was a guide with the responsibility to introduce tourists to the historical background ...
... Through the ample opportunities of presenting to tourists of different nationalities, his self-confidence was highly boosted, while his presentation skills were greatly enhanced. "It's very true that practice makes perfect. The internship gave me the chance to make presentations to strangers. I observed the tourists' responses and facial expressions, and adjusted my speed and tone if they started to lose attention or feel bored," he says. "Like when I needed to speak in front of a group of executives during a job interview, I would not feel too nervous."

Learn to be a competent leader

To Hughes, the internship offered him more than just work experience, but also an invaluable leadership training. During the internship, the Student Affairs Office arranged for him and other interns a series of activities such as outdoor board, outings with Southeast University students as well as visit to local village and families. Hughes was appointed as the chief leader of the Harjing Internship group, comprised of 30 PolyU students.

"As the group leader, I represented PolyU and SAO, and needed to get along with schoolmates from different majors and programmes. On one hand, on behalf of other PolyU interns, I needed to be on stage to give speeches during ceremonies or formal meetings. On the other hand, I cooperated with team members and maintained close communication with different parties. All these led me to be more independent and mature," Hughes says.

The internship experience was also a chance to review his life and career choice. "When I returned to Hong Kong, I realised the importance of career planning," he says. He then spent several months on devising and fine-tuning his career plan. He believes

Summer 2007, WIE training in a real estate management company in Hong Kong
Spring 2008, study tour to Dubai
Summer 2008, WIE training in Harjing Folklore Museum
Present: Building Management Trainee, Swire Properties Ltd.



<http://www.polyu.edu.hk/sao/allround/2011/01/pages/showcase/2273.html>

SHOWCASE

Welcome | Course Learnings | Wonderful Campus | Beyond Hong Kong | Sandwich Internship

The Sandwich year in Towngas

Introduction of Towngas

During the sandwich program, I worked for the Hong Kong China Gas Company as a sandwich trainee. Founded in 1962, it is a public utility company supplying town gas in Hong Kong. In Hong Kong, the gas business is to produce and distribute towngas, to maintain and safe the use of gas appliances, as well as comprehensive after-sales services.

In Hong Kong, town gas is produced at two production plants. Major supplies of 97% come from the 'Ta' Ho Plant, with the 'Ho' 'Ta' side plant making up the rest. The gas network is currently extending to over 2,400 km serving more than 8 million customers throughout Hong Kong, with a strong support team of monitoring, managing and repairing.

Also, Towngas have moved into the gas business in mainland China since 1994. Establish the company of Hong Kong & China Gas Investment Limited. The business is including gas-fired city gas projects, upstream and midstream developments, water and wastewater treatment schemes, natural gas filling stations, as well as new energy exploration and utilization ventures across 19 provinces of China.

Soeragen Network in Hong Kong



Job duties

KNOWLEDGE EXCHANGE CONFERENCE
3:3:4 Symposia



KNOWLEDGE EXCHANGE CONFERENCE
3:3:4 Symposia

Design Student placed at Capital Museum and National Art Museum of China in Beijing

郭德琳
设计学院
于首都博物馆实习

在实习期间，我跟几位香港理工大学的实习生共同为一个大型艺术展担当场刊设计，而馆方也十分尊重我们努力的成果。容让最后刊印的制成品贴近我们原本的设计。最大的成就在于场刊得到广泛支持，合共二千五百本的场刊于推出短短数天内被抢购一空。另外，由于得到带教老师指导及馆方赋予的自主权，我方能于整个实习过程把所学的都灵活运用在设计这场刊中。



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Organised by PolyU in collaboration with Sham Shui Po NGOs
Commenced in July 2010 till Aug 2011 initially

Objectives:

- To organise more sustainable services by focusing the manpower and resources in serving a relatively deprived district, Sham Shui Po.
- To encourage students to apply their professional knowledge and skills in serving the needy people.
- To develop students' sense of social responsibility, interpersonal skills, problem solving skills & teamwork.








CSLP in SSP Participation Statistics

- Partner NGOs: 23
- Collaborating academic depts: 13
- Projects completed: 35
- On-going/new projects: 5
- Volunteers involved: 337



Caring the elderly 關懷長者活動

NGO: Hong Kong Family Welfare Society
PolyU Departments: School of Nursing + Applied Social Sciences
Nature: Provision of care and love for the elderly people by home visits and eye screening
No. of students: 74
Students' Role: SO students ran eye screening for the elders, and APSS students conducted a series of 3 home visits and took the elders out to the places nearby
Duration: 6 months
Service hours: 30 per student (approx.)
Training by NGO: 2 hours on skills in communicating with elders and people with disabilities

Promotion of IT to Elderly People

NGO: HKYWCA Lam Woo Memorial Day Care Centre for the Elderly
PolyU Departments: Electronic Engineering + Computing
Nature: Stimulate the interest of the elderly people in IT
No. of students: 14
Students' Role: Students to design a computer game and assistive devices for the users
Duration: 10 months
Service hours: 40 per student (approx.)

