Exploring and developing education and employability for future work life through triple helix collaboration and placements

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Outline of my presentation

• (Why) is collaboration important
• What is Humanities in practice (HiP)
  – How do we do it
• Who collaborates (not)

• Discussion of the role of faculty in developing education and employability for future work life
(Why) is collaboration between studies & work life important?

- **International observations**
  - Triple Helix (Etzkowitz og Leydesdorffer 2000)
  - Responsible research and innovation (RRI) (Heidrun Åm)

- **National policy towards innovation**
  - Public and private employers
    - R&D collaboration
    - Recruitment
    - Influence the development of education

- **Local university strategy**
  - Increase quality of portfolio of courses
  - Prioritize innovative teaching
  - Increase productivity
  - Strengthen long term collaborations (R&D)
  - Increase participation in public debate & dialogue
  - Stimulate interdisciplinary collaboration & internal knowledge sharing
Current situation
(Sigri Aas 2018)
Current situation cont.
(Sigri Aas 2018)
Current situation cont. (Sigri Aas 2018)
Current situation -> future labor market needs

• Rapid shifts in the labor market & economic sectors
  – Globalization
  – Automation & advances in digital technology
  – Demographic change/baby boomers
    -> transforming the economy, and, in turn, the skills needed

• Low unemployment rate, but
  – highest for candidates from the humanities, who also experience slower transition between studies and work, and primarily are employed in public service/education

• Autonomy and accountability of higher education institutions
  – Funding for (humanities) education cut back
  – Work life relevance of (humanities) education constantly challenged

• Potential lack of alignment between what employers expect and what higher education institutions believe is more important (OECD 2018)

• Need for dialogue and meeting places
Main purpose(s) of Humanities in Practice (HiP)

• Provide students with relevant work experience
  – Increase awareness about their competences
  – Increase awareness about possible areas to apply their competences
  – Ease transition from studies to work life

• Highlight value of humanities in work life
  – NGOs, public services and private enterprises offered possibilities to use master students as resources in their day to day business

• Provide faculty dialogue opportunities and input on
  – potential research opportunities/new collaborative partners
  – potential (new) career paths for their students
  – developments in (perceived) need for skills in work life
Humanities in Practice (HIP) – creating and increasing awareness about competences

• Combination of teaching and 3 weeks group placement/internship in NGOs, public services and private corporations
• Innovative subject at the Faculty of Humanities (since 2005)
  – offered master students, semester 2/4
  – 7,5 points/credits (1/4)
  – Alternative to Experts in team (compulsory for all master students)

• Restricted admission: 25+ spots
  – Students are chosen through applications and interviews
  – Ambassadors and scouts for the Faculty
What do students gain through HIP?

- 3 weeks relevant work life experience (-> CV)
- Project experience
- Experience with & training in interdisciplinary group work
- Awareness about their own competence & education, and how/where to apply it
- Network building
- Inspiration for collaborative master thesis
- Self confidence
- Career plans and aspirations
- Entrepreneurial mind sets
How do we do it?

- Attain projects: general topics <-> predefined tasks
  - NTNU strategy and priority areas
  - Media monitoring
  - Networking

- Recruit and choose motivated candidates
  - Information campaigns and webpages, word of mouth from older students
  - CV & application (instructions offered from career counselors)
  - Interview and response on application, CV and interview

- Select a interdisciplinary 3 student team most relevant for the different projects
  - Give them responsibility to prepare for the placement and arrange a meeting

- Preparation classes (compulsory attendance)
  - Interdisciplinary group work, team member types and identities, reflections on subject specific and other skills, networking activities

- During the 3 week placement period
  - Respond to daily reports from the students – encourage reflection processes
  - Halfway plenary with all students sharing experiences
  - Students arrange halfway evaluation meeting with professor and project partner

- Final outputs
  - Hand over the result to the employer (reports, events, practical tasks finished)
  - An informative poster used for marketing purposes
  - A 15 minutes presentation at the open conference at the end
  - Either a report or a news media chronicle/feature article
Salat dyrkes på fiskeslam i sofakroken

Sammen er åtte ulike bedrifter som jobber innen havbruk blitt til Blåbasen. Her mener de salaten gror best med fiskeslam.

»Trondheim
Salatdyrking

teknopark som var altfor stort for dem. Det passet dem dermed ikke, og de la seg med iskonselige, men de har også i dette feltet allerede gir det et resultat de er fornøyde med. Teknoparken er en fornøyd med resultatet, og de mener de kan ta videre med dets ideer.

Requirements for the project partners

• Define a task/project, or invite the students to co-develop the project
• Provide some work facilities and project management
• Include the students in the daily operations of the company
  – Coffee breaks, lunch, meetings,

• Some students work more as freelance consultants
  – Pros & cons
  – Relevance for entrepreneurship skills
Variety of project types

• Preliminary research, information retrieval, evaluation
• Dissemination and marketing
• Daily operations, flow of information and concept development
  
  – Explore/evaluate/research relevant topics and write a report/application or PowerPoint presentation etc
  – Business history, organize and analyze historic files
  – Arrange and market events
  – Research of internal communication and propose improvements
  – Translations and text improvements
  – Marketing in SoME

• Development within projects
  – From archive work to TV pilot
Variety of project partners

• Large and small organizations
• New and well established
• Public sector, NGOs, and private enterprises
• Mix of new comers and long time partners

• NTNU aims for
  – interdisciplinary collaboration to solve complex challenges of high relevance to society
  – through focusing on 4 priority areas
    • Sustainability
    • Energy
    • Ocean space
    • Health

-> HiP aim and selection of projects partners 2018:
Demonstrate that humanities students have relevant competence in all of NTNU’s priority areas, and hence can be important contributors in the interdisciplinary collaboration to solve complex challenges of high relevance to society

HiP aim and selection of projects partners 2019 based on the innovative collaborative agreement University Municipality 3.0
  – Urban development
  – Health and wellbeing
  – Childhood and education
  – Smart city
  – Innovation and restructuring
What project partners experience

”The students made a report on a very frustrating problem we’ve been struggling with. My impression is that this has been very useful for us!”

”I am soo pleased! The students were hard working and independent/self going, and I really gained a lot from it!”

”The students quickly responded to our input, and it was really exciting to observe how so different students from so different disciplinary backgrounds managed to establish an approach to our problem.”

”I truly believe it is a precious discovery, both for the students themselves and for our company, that the humanities offer valuable competence for private enterprises.”
HIP-konferansen 2017

Om å skape og formidle verdier

Avslutningskonferanse for NTNU Humanister i praksis
Onsdag 8. februar 2017 kl 09.00-15.30
NTNU D6 Dragvoll
Konferansen er gratis og åpen for alle interesserte!

Variety of dissemination channels

Placement/internship
Class setting

Posters
Public conference
Webpages
Reports
Newspaper articles

ntnu.no/hip
HIP-konferansen 2017

09.00-9.15  Åpning av HIP-konferansen 2017
Ved Dekan Anne Kristine Børresen

09.15-9.35  Humaniorakompetanse i arbeidslivet
Ved Randi Wenche Haugen, Formidlingssjef

09.35-9.55  En innovativ matreise
Carmen Elizabeth Dalsaune, STS
Guro Rafoss Kverneland, Historie

09.55-10.15  Pause

10.15-10.35  Innovasjon og utvikling i distriktet
Ida Brita Rekve, LIMA
Malin R. Reynolds, Europastudier

10.35-10.55  Gjensidig mentorskap
Peter Botheim, STS
Emmilia Ryen, Europastudier
Alexander Lorang, STS

10.55-11.15  Den fremmede kunsten
Amalie Hoff Ludvigsen, Medievitenskap
Othelie Eriksen, Filosofi/anvendt etikk

11.15-12.00  Lunsj og mingling

12.00-12.20  Fra havets dronning til skogens konge
Oda Bjelland Mathiassen, STS
Ivana Ilic, Nordisk
Camilla Disendorf, Europastudier

Krukker, fat og skåler
Ellen Alander, Engelsk
Camilla S. Haugen, Religionsvitenskap
Anna Alexeevna Penkova, Kunst og politikk

Bak utstillingen
Nina Arnstad Brogger, Religionsvitenskap
Boje Høyland Ellingssæter, Filosofi/anvendt etikk

Framtidens Trondheim
Kamilla Østerberg, Filosofi/anvendt etikk
Jørgen Benkholt, Europastudier
Thomas Edward Sutcliffe, STS

En levende kirkegård
Julie Hafsås, LIMA
Bård Tjorvetjønn Haugland, STS

Å arrangere festival
Esca Jensen, Musikkteknologi
Silje Hellum, Historie

Giverglede
Kristina Ruud, STS
Mahilde Fordelsen Trøite, Filosofi/anvendt etikk

HIP-konferansen 2017 avsluttes
ved Helen Jesok Garamo, Professor ved Institutt for tverrfaglige kulturstudier
«Midt i matfaget»
Kompetansebehov, næring og samfunn i endring

«Den grønne sjøvei - fra smolt til middag»
En analyse av arbeidsmiljø og profilering in en samlokalisert klyng

Professor Helen Jøsok Gansmo
Helserekruttene
Et utradisjonelt yrkesvalg

Gevinstrealisering i prosjekt, tverrfaglig samarbeid og prosjektmetodikk:
Et Innblikk i Fremtidens Helsetjeneste

Ida Mari Fredriksen Larsen
Kunnskap, teknologi og samfunn

Nicolaj Møller Jensen
Likestilling og mangfold

Thea Caroline Aune Segtnan
Nordisk litteratur

Eivind Rossbach Heier
Utøvende musikk
Mari Johansen
Medievitenskap
Chris Aarnes Bakkane
Filmvitenskap

Professor Helen Jøsok Gansmo

NTNU
Norwegian University of Science and Technology
HiP at Agraff (landscape) architecture
TRAPP = SKRÅNING = AKEBAKKE!

ELEVMEDVIRKNING OG TILBAKEMELDING: HÅRDOMAN EVALUERE SKOLEGÅRDER

HUMANISTER I PRAKSIS 2018

Åshild M. Brygfjeld, likestilling og mangfold
Nora Dörnback, nordisk språk
Ingvild M. Henriksen, europastudier
Framtidens behov for kompetanse

Professor Helen Jøsok Gansmo

https://www.adressa.no/meninger/kronikker/2018/02/20/Framtidens-behold-for-kompetanse-16124990.ece

Unge jenter i verdensklasse

https://www.adressa.no/meninger/kronikk/2016/02/13/Unge-jenter-i-verdensklasse-12138165.ece

The best part of HiP has been the constant «nagging» about exploring what my competence really consists of. In the beginning we didn’t quite get the need for this «nagging», but after finishing the placement it became very clear to us: Becoming more aware about what my bag of competence includes has given me a gold mine!
What have you learned?

In just 3 weeks we managed to make Aalberg Audio more visible to the world, and at the same time, we with our background from the humanities, were able to contribute to making them more competitive in a very critical phase of their start up business phase.

As a philosophy student I have learned that my skills and competence within text analysis, logic and dissemination have made me capable of conducting what we as a group have labelled **humanistic intelligence work**.

Rolf-Rikard B Holland,
Master in applied ethics
Intern at: Aalberg Audio
Why would you recommend HiP?

Siri Thorson, master in drama & theater. Intern at Strategisk Næringsplan.

- Through the placement project I learned to sell my competence as I became more and more aware about what knowledge and competence I actually have.
Barriers to overcome

• Capacity issues
  – work-based learning partnerships may not be seen as a key role for HEI
  – The curriculum is often set and well-established.
  – a major reform towards work-based learning component requires
    • resources higher education institutions may not have.
    • monitoring of the skills students gain through the experience.
    • careful selection of placements to ensure they align well with the curriculum.

• Few incentives for academic staff to partner with employers.
  – Career progression in academia favors research over teaching discouraging engagement.
  – Potential powerful incentives
    • employer engagement as a criterion in academic staff performance evaluation
    • reduction of teaching time
    • internal and external recognition.

How to engage faculty in developing education and employability for future work life?

- Students benefit enormously from active learning situations, reflection processes and collective sharing of experience……