

Poster:

Workplace – a place to learn?

Can we create subjectification by initiating reflection (RPL) during the internship?

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Findings:

Weekly reflections on their own practice during internship has reminded journalism students that they are still in a learning process. Our focus on “the good example” make them aware of what they are succeeding at, and the learning process they are undergoing. However, some students have dropped out in the process, partly due to time pressure.

Those who stayed, express a growing self-confidence, thus a basis for **subjectification**, defined by Gert Biesta as “becoming independent and autonomous in thinking and acting” (Biesta 2011).

At the same time, the project has created a social community of practice with relational learning with interns at other media.

Some questions have focused on the experienced colleagues and the local community of practitioners. Here it seems that **socialization** (Biesta 2011) takes place when the interns discover the diversity of their colleagues, and thus reflect on their own identity, learning and journalistic values.

Future:

We would like to further analyse the findings with the theory of **Legitimate Peripheral Participation** (Lave & Wenger, 1991) and we see a possibility to formulate additional learning goals that capture reflective competence and subjectification for the internship.

Background:

During an internship, students face a labour market with increasing production requirements and unpredictability. Their internship has a duration of consecutive 18 month, they get paid, and their employer expects them to be part of the working force, but can we help them to take ownership over their internship and make the workplace a place to learn? DMJX uses RPL while teaching, in this project we try to use RPL in internships as well.

“Postcard” Week 6

- This week I have managed to....
- It was possible because....
- One thing I have noticed in the graduate employees is...

“Postcard” Week 10

- This week I have managed to...
- It was important to me because...
- For my own development this means that ...

Method and Data:

Every Friday for 10 weeks we have sent via email a "**postcard**" with **three coaching (and appropriate disturbing) questions** to journalism students during their internship. They have answered anonymously but shared the answers on the platform Padlet.

Based on these answers, we chose some themes which were included in **qualitative interviews** regarding their experiences and benefits of the "postcards". These **four themes** recur in the analysis and the result:

Reflection/Learning

- By training reflection they become aware of their own values
- Get a focus on learning and not just performing
- Gives the urge to challenge oneself

(Quote 1) "The postcards have helped to put thoughts into words and slow down before I start next week".

The Positive Look

- They get better at seeing that they have succeeded anyway
- Focus on process instead of product
- Discover own influence and responsibility

(Quote 2) "You can make yourself worse and less able to learn something if you focus on what you are not so good at".

The value of sharing:

- Experience that "I am not the only one in the world"
- Other people's answers provide motivation and inspiration

(Quote 3) "I have gained a lot from reading the answers of others. Inspiration and sometimes comfort and a sense of security."

Glance at colleagues

- They discover the diversity of the educated colleagues and find it liberating
- Initiates thoughts about how they themselves want to be a journalist
- Clarifies which workplace is good for the individual

(Quote 4) "I have become more aware of how I want to be - and where I can learn something and from whom"

Theory:

Gert Biesta talks about three purposes of good education:

Qualification: Knowledge, skills and understanding, ability to do something

Socialization: How we become part of social, cultural and political "orders" and traditions.

Subjectification: Becoming independent and autonomous in thinking and acting

References:

Biesta, Gert (2011) *God uddannelse i målingens tidsalder – etik, politik, demokrati*. Aarhus: Klim s. 31

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