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Abstracts

**ANALYZING PROBLEMS DEALING WITH COMPULSORY
INTERNSHIP PROCESSES AND TECHNOLOGY USE AT UNIVERSITIES
IN TURKEY**

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ABSTRACT

Internship is a significant part of formal education in educational institutions at university level in Turkey. For the students, the internship process usually begins with seeking for or finding a place to complete internship, which takes a certain period of time. During their internship, each student is appointed an academic adviser. Either a research assistant, a lecturer, an assistant professor, an associate professor or a full professor at the institution could be an adviser. The adviser is responsible for following and directing all the process from beginning to the end. The adviser is also responsible for controlling the internship process, the reports written by the students and grading the student's performance together with a board/commission including several faculty staff. However, the process is not always easy to manage and transparent but challenging in terms of finding appropriate working places, checking the process and most of the time taking for both students and commission members. It is known that many institutions still have traditional methods to direct and evaluate internship processes of the students. Such traditional methods without dynamic and transparent assessment and evaluation are resulting in serious problems. Therefore the process sometimes setbacks due to the fact that adequate technological support and educational technology-policies are missing at the institutions. For instance, it has been reported that some students come up with "fake internships" and the advisers can not frequently visit workplaces in time as expected (Çelik and Çelik, 2015; Çiftçi, 2013, Türkseven, 2012). It seems that the problems could be caused by several other reasons including absence of technological support in their institutions.

The current study aims at clarifying problems dealing with compulsory internship processes from perspectives of the advisers. It also recommends educational technology-policies to develop more transparent and effective internship for learners. In this regard, an online questionnaire composed of Likert type questions and an open-ended question was formed and sent to the advisers

from different fields at Turkish universities over Google Drive. The data collected was analyzed by means of a statistics software and descriptive statistics were investigated. Data analysis has showed that seeking places for internship is a real challenge for many students. Also, finding appropriate places for the students is a real problem for the advisers. Furthermore managing internship processes, controlling students and workplaces are serious workload for many of the advisers. More importantly, it has been cleared that the advisers still tend to use traditional methods such as contacting acquaintances and previous internship places in order to find appropriate places for the students. They do not prefer using technological tools such as data bases and online systems to manage the process, which will help them create dynamic assessment in internship processes. Based on the findings, it could be recommended that a) the institutions should invest on technology and improve online systems, b) the institutions should work together with businesses to develop more effective control procedures including students, c) the advisers should be encouraged to use technology for more transparent internship processes.

Keywords: Compulsory Internship, Technology Policies, Dynamic Assessment, Transparent Evaluation

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