Horizons in STEM Higher Education Conference: Making Connections and Sharing Pedagogy

ABSTRACT SUBMISSION FORM

Please complete this abstract submission form and save in PDF format before uploading to EasyChair at https://easychair.org/conferences/?conf=stemhorizons17
The deadline for submissions is **31st March 2017**

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Title of your presentation/session:	Taking education for granted: the role of placement in computing science
Presentation type: what is your preferred format? • Poster presentation • Oral presentation (20 mins) • Workshop (1 hour) • Virtual presentation (5-minute "flash" video or poster, available for international submissions)	Oral presentation
Are you interested in submitting a full paper based on your presentation after the conference? (2000-4000 words). Deadline 30th September.	Yes

Student presentations: are students partners in this work?
    • Student-led presentation
    • Student as co-presenters
    • Student as co-authors
	No

To support the conference aims of **Making Connections, Innovating and Sharing Pedagogy**, the conference committee welcomes submissions that fall **either** within the following broad educational themes **or** discipline areas. Please indicate whether your work fits in the pedagogic/innovation themes of the conference which may be of interest to all STEM colleagues or whether it is subject specific of interest to a discipline-based audience.

Themes: Which of these <u>themes</u> does your presentation address?
    • Open Education
    • Enhancing the student experience
    • Students as partners in teaching and research
    • Reward and recognition
    • International perspectives on STEM education
	Enhancing the student experience

OR: Discipline: Which <u>discipline</u> is your proposed presentation situated?
    • Biological Sciences
    • Computer Science
    • Psychology
    • Physics
    • Chemistry
    • Earth Sciences
    • Engineering
    • Mathematics
    • Pharmaceutical Sciences
    • Other (please specify)
	Computer Science

Abstract
• Poster presentations (150 – 300 words)
• Oral presentations, workshops (250 – 500 words)
• Virtual presentations (available for international submissions) (150-300 words)

For example include:
• Background about the area and theoretical framework of the work
• An outline of the issues explored
• An account of the work that is in progress or has been carried out
• Where appropriate an outline of the structure of the session, including activities, designed to engage delegates with the topic area
• The intended learning outcomes for participants.

The importance of placements and internships was highlighted in the 2016 Shadbolt Review of Computer Science Degree Accreditation and Graduate Employability – indeed the second recommendation of the review was to extend and promote work experience[1]. Evidence of positive outcomes from work experience are listed in the report and elsewhere; however, not all students enjoy equality of access to work placements. This study explored the experiences of computer science graduates who had registered in one a Scotland-wide placement scheme: e-Placement Scotland or Careerwise Scotland. Since 2010, over 4000 computing students have registered to search for placements with e-Placement Scotland, which is funded by the Scottish Funding Council to work with employers to create paid work opportunities for computing students studying at any Scottish university or college. Careerwise Scotland, funded by the Scottish Government, organises places for female STEM students studying at Scottish universities.

The study was designed explore how students construct narratives as graduates with a view to considering the impact of work placement on their self-identification and graduate careers. The study was designed to explore the experiences of all students who registered, on either scheme, and have now graduated – whether or not they did a placement. Initial perspectives were gathered via an online questionnaire in autumn 2016. The questionnaire covered demographic information, with a view to revealing some influence of students' backgrounds on the take-up and completion of placements together with participants' early career paths. A second phase conducted working life narratives through semi-structured interviews. The overall aim of the study was to provide valuable information, to policy makers, academics, students, and employers, to improve the promotion and implementation of placements; but also to surface any real or perceived barriers to engaging with placement and other forms of work experience in meaningful ways. We will present initial findings from the study.

Please provide a summary of your abstract – maximum 50 words to be used in advertising the sessions and encouraging audience engagement

This study explored the experiences of computer science students who registered with one of two placement schemes in Scotland and have now graduated. The study found graduate outcomes that provide valuable information: to policy makers, academics, students and employers who have an interest in the success of work placements.

Equipment/session requirements – ONLY complete this section if you are submitting an abstract for a workshop and know what equipment you might need which we will try our best to accommodate. NB: Short oral presentations will have the usual IT facilities i.e. PC/laptop, projector facilities and access to the internet. Virtual presentations will have similar display facilities; more details to follow.

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[1] https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/518575/ind-16-5-shadbolt-review-computer-science-graduate-employability.pdf