

History and Korean studies work-integrated learning library internships: Past students and host-supervisors' reflections

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The paper presents an evaluation of History and Korean Studies WIL internships at Monash University Library, focusing on past students' views of the program in relation to their future career, and past host-supervisors' perceptions of its benefits. Data collection for the qualitative research was conducted through semi-structured interviews with past students and host-supervisors. The results revealed that both past students and host-supervisors expected the internships to facilitate students to gain hands-on experiences and develop 'soft-skills.' There was a gap where past host-supervisors consistently mentioned teamwork in their expectations, yet none of the past students had teamwork as one of their expectations. Both past students and host-supervisors view the program as beneficial for students, therefore, they suggested that the programs continue to be offered. Upon being asked what the benefits of internships were for themselves however, the host-supervisors put forward benefits that were more related to the library.

Keywords: Work-integrated learning, library, internship, university, Australia

Articulated in different ways, work-integrated learning (WIL) in the Australian Higher Education (HE) sector is commonly understood as relating theories that students have learned in courses, with real-life practices. Examples include the integration of theory with practice (University of New South Wales, 2021) and the application of programs of activities in workplace contexts (University of South Australia, 2021). University of Tasmania (2021) also suggests that WIL is about integrating theoretical learning with its application in the workplace. This is in line with Cooper et al.'s definition of work-integrated learning, "the process of bringing together formal learning and productive work, or theory and practice...involves the application of formal theory with real-world problem solving, abstract thinking and practical action, and discipline-specific and vocational skills" (2010, p. 40). In more detail, Cooper et al. (2010) also suggest seven dimensions of WIL that spread across the purpose, context, nature of integration, problems related to curriculum, the learning itself, university and workplace or community relationships, and finally the availability of support for students and workplaces.

Considering the importance of WIL, in-depth exploration of stakeholders' views on WIL in Australian HE is considered necessary and valuable. The key stakeholders whose views are under investigation in this study include past students and past host-supervisors. In line with the definition provided by Winchester-Seeto et al. (2016), placement host-supervisors in the context of this study are Monash University Library (MUL) staff members whose responsibility is supervising students throughout their WIL experience. The above has become the basis of this study, which aims to investigate the perceptions of past students and host-supervisors of WIL internship programs for History and Korean Studies students, hosted by Monash University Library (MUL). Specifically, the research questions that this study addresses, include the following:

1. What are past student and supervisors' expectations of Monash University Library WIL Internship programs?

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2. What are the benefits of the Monash University Library WIL Internship programs for the students, host supervisors, and host institutions?
3. How can Monash University Library WIL programs be improved?

WORK-INTEGRATED LEARNING IN HIGHER EDUCATION

Challenges for university graduates in entering the job market vary across time. In the 21st century, the challenges include the fact that connection between study and work is non-linear, the time lag between what actually happens on the job and what is being taught by the education providers, expected multiple career changes that often have not been addressed, and rapid change in the job market requiring lifelong learning to enable workers' to remain relevant to the current work climate (Johnston, 2017). To help overcome these challenges, universities prepare their graduates to become profession-ready (Zegwaard et al., 2017) and world-ready (Drysdale & Bowen, 2017), by including WIL in their programs. The transition from in-class teaching to workplace learning is, as Burford et al. (2020) depicted, a shift from weeks of assignments to hours of real life tasks. Observing and shadowing are stated as "prominent means of learning" (p. 171).

To ensure their effectiveness, clear expectations must be established from the beginning stage of any WIL program (Martin et al., 2019). In their study of an Australian context, Kay et al. (2019) found some contemporary trends of expectations, such as preparation for the 21st century job market, industry involvement in graduate employability development, emerging skill areas that are in line with industries, and student entrepreneurial/intrapreneurial skill development. Broader trends were also found in the same study, such as university student global experience, competition amongst universities for WIL opportunities, and fulfilment of international students' demand for work experience. Programs of discipline areas that are relatively theoretical, such as the areas investigated in this study – History and Korean Studies, have also been involved in WIL practices, as these programs now start to focus on producing graduates that are active contributors in workplace contexts (Bates, 2011). Since job market operations are beyond their control, universities tend to target enhancing the likelihood of graduates securing relevant employment (Holmes, 2013).

From the employers' perspective, WIL programs enable them to connect with their prospective employees, that is students. Through WIL, employers have the opportunities to observe potential employees and establish mentoring relationships (Hoy, 2011). Professionalism is one of the frequently mentioned top priorities for employers. A study of 400 US employers identified four key competencies that employers see as most important in graduates, namely professionalism and work ethics, oral and written communication, team-work and collaboration, and critical thinking and problem solving (Casner-Lotto & Barrington, 2006). Similarly, another study found that employers value team work, assessment and training, and information technology experiences (Chivers & Flatten, 1996). An Australian study also identified professionalism and work-readiness (Litchfield et al., 2008) as the most important key desirable graduate attributes.

To enable the abovementioned priorities, host-institutions as prospective employers need to include WIL program students in professional activities and treat them equal to actual employees. WIL host-institutions also need to cover skills that facilitate graduates performing in professional contexts and to be self-sufficient, regardless of their discipline areas. It is worth noting that students gain knowledge from workplace practice activities without purposeful teaching taking place (Burford et al., 2020). The independence and self-sufficiency required of students upon placement, is in line with Johnston's

(2017) suggestion that it is important to enable students to operate as some sort of independent contractor.

WORK-INTEGRATED LEARNING FOR STUDENTS AND HOST-SUPERVISORS

There have been studies on how students perceive WIL. In the Australian context, for instance, 16 newly recruited staff in the Australian Capital Territory (ACT) Gallery, Library Archive and Museum (GLAM) sector were asked to reflect on their work experiences. They saw the relevance between qualifications and previous work experience, and also suggested that they could implement the skills and knowledge gained from their work experiences (Hoy, 2011). An example from an international context is a study of 368 Integrated Work Study Program (IWSP) students in Singapore, which revealed post-IWSP, improved work-related skills in integrating learning with, and adapting to work (Lim et al., 2020).

Indeed, being “a bridge...between the academic present and their professional future” (Martin et al., 2019, p. 229), WIL programs require students to be professional. Students learn, in real terms, how competing demands, contradictory messages, and multiple answers (Hays & Clements, 2011) have to be dealt with when they attend WIL programs such as internships. Besides knowledge and technical skills, students are also required to demonstrate soft skills such as teamwork, communicating, observing, and socializing within certain workplace cultures (Trede, 2012). This is how WIL programs prepare them in entering the job market after completing studies. While career planning is often the main driver of students applying for WIL programs, there have also been research findings suggesting that students expect their WIL experience to develop their “self-efficacy and perceived contribution coupled with enjoyment of the experience” (Martin & Rees, 2019, p. 197).

From a different perspective, host-supervisors contribute to the managerial and educational aspects of WIL programs, especially when the programs are partial requirements of students’ degree courses (Cooper et al., 2010). There is not any uniform way of organizing and hosting WIL internships. In fact, the positivity of diversity is indicated by the value of multiple expertise and varied contributions (Burford et al., 2020). Depending on individual contexts, both in terms of student interns and character of workplaces, WIL tends to vary across different contexts, due to difficulties in gaining a precise measure of student-host supervisor contact and related administrative responsibilities of industry placement negotiation (Bates, 2011). Indeed, WIL internship is a key area that connects theories with real life practices in a contextual manner.

Often, what is required from host-supervisors goes beyond technical support. This is due to students going through new and unfamiliar experiences, with the potential of these experiences also being confronting to them (Winchester-Seeto et al., 2016). Rowe et al. (2012) identified four key roles for host-supervisors, namely support, education, administration/managerial, and guardianship. As suggested by Cooper et al. (2010), host-supervisors also help students “form a professional identity and situate their learning in a specific workplace practice culture” (p. 124). The multiple roles that host-supervisors play may include those of a teacher, counsellor, mediator, consultant and diplomat (Hays & Clements, 2011). While some host-supervisors felt their supervision as returning a favor to their discipline (Martin et al., 2019), some others consider it as costly and redundant, with no acknowledgement (Hays & Clements, 2011).

ACADEMIC LIBRARIES AND INTERNSHIPS

Different Australian university library websites have consistent and simultaneously unique features and highlights. Consistency and currency of messages across home pages of Australian university library websites indicate conscious intention of these academic libraries to fulfil their roles in providing high quality services and support for their users. With a total population of 39 libraries across Australian universities (Magnussen, 2018), academic libraries play significant roles in the Australian HE sector. The roles range from their core business of developing and managing collections and providing services and support for students and researchers, to contributing to the assurance of research impact and engagement at local, national, and international levels.

Previous studies have strongly indicated the varieties of activities where academic libraries have pioneered and achieved well. This includes recent research on general library services (Jan & Anwar, 2019; Johnston & Salaz, 2019), inclusive practices (Matheson et al., 2020), and the use of technology and library user involvement (Budge, 2020; Mckie & Narayan, 2019). There are also other studies on the teaching of information and digital literacies, both through traditional face-to-face and on online platforms (Gunasekara & Gerts, 2017; Hallam et al., 2018; Johnston, 2020; Osborn, 2017; Rae et al., 2019; Ruddy & Ponte, 2019; Stevens et al., 2017), and research data management (Morgan et al., 2017; Shelly & Jackson, 2018; Yu et al., 2017). In addition to the services and support provided by academic libraries, several studies have also been carried out on the profiles of academic librarians and the profession (Charing & Gardiner, 2017; Duffield et al., 2018; Luca, 2019; Manuell, 2019; Nicholson, 2017). Some recent research relevant to the topic of this study includes the mutual professional collaboration between academics and academic librarians (Francis & Wingrove, 2017; Zhao & Minns, 2019).

In relation to WIL, there have been a few studies on the role of academic libraries in WIL internships in a variety of industry sectors (Cuseglio, 2021; Kolstad, 2017; Plaice et al., 2017). Research on WIL internships taking place in academic libraries, however, have mostly focused on library and information science students and library-technician student placements (Ard et al., 2006; Carroll & Stokley, 1999; Hoy, 2011; Kay et al., 2019; Richardson & Hernon, 1981; Sawant & Sawant, 2018). Not much research has been done on non-librarianship internships or placements in academic library contexts. As recommended by Burford et al. (2020), further research involving educators and practitioners' views is required to enhance the understanding of WIL internships. The above shows the uniqueness of this study, as it highlights non-librarianship past students and past host-supervisors' reflections on WIL experiences that happened in an academic library.

METHOD

The study employs a qualitative method with an aim to explore factors that may influence internship students' employability skills development and success. The goal is "to understand the situation under the investigation primarily from the participants', not the researcher's perspective" (Hancock & Algozzine, 2017, p. 8). Adopting an "interpretive perspective" (Hoy, 2011), the study aims at understanding human behavior and the social world by examining the way individuals make sense of it (p. 32). As a case study, the research conveys "intensive analyses and descriptions of a single unit or system bounded by space and time" (Hancock & Algozzine, 2017, p. 9). In the current study, the single unit or system is WIL internship programs at Monash University Library, while the specific space and time are History and Korean Studies internship students in 2018 and 2019.

Participants

Past internship students and host-supervisors were recruited via email in June 2020. The study critically investigated past students' perceptions of what they gained from the internships and whether the internships facilitated their current and/or future career. In line with the current Monash University Library strategy map objective 3, that is developing students' work skills (Monash University Library, 2020), the study also analyzed what past host-supervisors see as beneficial for the students, themselves and the library. To ensure confidentiality, each participant was allocated an identifying code. Details of participant, years of involvement, categories and number of participants are provided in Table 1. In the code, I, S and H subsequently stand for Internship, Student, and Host-supervisor. Meanwhile, the last letters of each code is an individual identifier of the participant as students or host-supervisors.

TABLE 1: Participant groups and details.

No	Identifying code	Period involved (year)
Group 1: Past internship student		
1	ISM	2019
2	ISO	2019
3	ISN	2019
4	ISQ	2018
Group 2: Past internship host-supervisor		
5	IHF	2019
6	IHG	2018, 2019

Data Collection

Through online individual semi-structured interviews, data collection was conducted in June and July 2020. Two sets of questions were prepared for each group of participants (see Appendix A and Appendix B). Each interview went for approximately 30 minutes. In the COVID-19 pandemic situation, online synchronous video calls were considered the best approach for gathering data, as they provide an environment that replicated physical face-to-face interviews as much as possible. According to King and Horrocks (2010), various technologies have enabled researchers to carry out online synchronous interviews that allow the exchange of messages (almost) instantaneously. To capture all detailed participant responses, the interviews were recorded. Participants were given the options of either audio-visual or audio-only recordings.

Prior to interviews, participants were provided with an explanatory statement and consent forms. Both documents were attached to the interview calendar invitations that were sent to individual participants. The interviewing researcher gained a verbal consent from each participant prior to proceeding with interviews, the recording of which was included in the beginning of the interview audio-video or audio recording. In doing so, the interviewing researcher read aloud each point contained in the consent form and gained verbal agreement on each of the points from each participant prior to each interview. The interviewing researcher also mentioned that, in line with the principle of human research ethics (Approved Project No 203062), participants were able to withdraw at any time during the data collection, but none chose to do so.

Data Analysis

The first step of analysis was transcribing interview responses, followed by coding to ensure that the data collected were ready for meaningful analysis. Transcribing was carried out manually from the Zoom recordings of the interview data into MS-Word Format of Transcripts, while coding was done manually both in MS-Word and MS-Excel. The mechanics of coding followed the techniques introduced by Auerbach and Silverstein (2003). There were three phases of coding, namely making the text manageable, hearing what was said, and developing theory (Silver & Lewins, 2007). The steps were not linear, rather they were cyclical (King & Horrocks, 2010). In practice, coding in this research was done based on the seven steps laid out by Bailey (2018), namely "line-by-line coding," "creating categories," "relationships between categories," "line-by-line coding, categories, and relationships," "concepts," "theory," and "research questions, theory, and review of the literature" (pp. 159-173).

FINDINGS

Past Student and Host-Supervisors' Expectations

The interviews clearly suggest that past students expected hands-on practical experience related to their degree and professional workplace. They also explicitly mentioned 'soft skills', namely time management and organizational skills. Similarly, the past host-supervisors suggested their expectations include students working in a professional space, gaining skills in conducting and communicating academic research, understanding how the library works, and developing teamwork skills. Some sample excerpts verifying this follow.

Student: "Mainly I thought because it's quite related to my degree." (ISM) and "I wanted to learn more about the language...I guess in general like working in professional environment...speak to professional individuals...time management and organizational skill." (ISQ)

Host-supervisor:

...a sense of what working in a professional space...complex teamwork...work to deadlines that are non-negotiable, kind of life in that extension...an experience of doing that academic research that they do, but then having to turn it around and communicate it out to public audience...see the daily operational bases... (IHF)

While the contexts are different, the theme found in this study is similar to that of Hoy's (2011), where participants expected some level of relevance to their qualifications and previous work experience. As also seen above, teamwork is viewed as an important skill by past host-supervisors.

Past Students' Views on Benefits of the Internship

There were two consistent themes in the past students' responses when they were asked about what they learned from their WIL experience, namely career planning and practical skills. In suggesting that the internship benefits depend on career aspiration, most past students consider it in relation to seeking an employment instead of directly to gaining an employment. The past students also explicitly articulated some transferable skills, such as communication, teamwork, time management and problem solving. These are indicated in, for example, the following excerpts:

...definitely because it kind of taught me what an interview environment is like, at the start I was a bit nervous because I never had interview before. Yeah, and in terms of communicating via email and using google documents, it was really helpful. (ISN)

...soft skills and technical skills, learning how to use the systems, but what I benefited most from the internship was like learning whether or not I like to work in this environment related the employability. I guess it is directly kind a, to see whether I want to work like that in the future. (ISQ)

The past students also said that they would transfer the skills that they learned during internship to their future career. These student responses are in line with some of the key competencies that employers see as most important in graduates, namely oral and written communication as well as teamwork and collaboration (Casner-Lotto & Barrington, 2006).

Past Host-Supervisors' Views on Benefits for Students, Themselves, and the Library

The past host-supervisors were also asked about the benefits of the internships for students, themselves, and the library. Upon being asked the benefit of the internships for them, the past host-supervisors insisted that the focus was on students not on them. From the questions about benefits for themselves, it was clear that the past host-supervisors did not see any benefit of the program for themselves as a professional or on a personal level. Some benefits for themselves that were mentioned in their responses were in fact benefits for the library, as seen in some excerpts below.

Without them I wouldn't have an exhibition. It shows also...that we can work with students, there are ways that it's not just teaching them things...that was good to show, once the faculty started realizing, that it's an option that we are not just a place to get books. (IHF)

They [students] don't know about the Korean collection in the library, but once advertised, the Korean studies library internship advertisement going to the Moodle site announcement, the students know that. Some librarians don't know about Korean collection, but once we said Korean studies library internship, and then they thought about ah... library has a Korean collection. (IHG)

Job interview strategy, translating the skills that they have learned, and availability of more referees were also mentioned. One of the past host-supervisors, for instance, elaborated by suggesting that students "are much better prepared to talk about meetings and the engagement...whether they can translate those kinds of facts...breadth of referees...communication skills and the research skills" (IHF).

Ideas for a Better Internship Program

Upon being asked about ideas for the betterment of the internships, the past students suggested the program allow "more interaction with library staff" (ISM), to have "more structure...to have that office space so that we weren't students" (ISO), and for the activities to be "more organized...do more Korean related" (ISQ). In their responses, these past students indicated expectations that are more aligned with the idea of teamwork with colleagues, and mentoring relationships with past host-supervisors. In addition to teamwork and collaboration, as found in an earlier study (Casner-Lotto & Barrington, 2006), the responses were also in line with Hoy's (2011) research finding on the need to establish mentoring relationships, though in Hoy's case this came up through the past host-supervisors' lens. In addition, the past host-supervisors also suggested a few practical points, such as having a centrally coordinated

program and a dedicated staff member who oversees the program. Another point worth mentioning here is the overall agreement across past host-supervisors and students that the WIL internship program should continue. One of the past students, for example, said that “If I were given the opportunity, I would want to do it [internship] again” (ISQ).

DISCUSSION

The findings revealed that while the contexts are different, the theme found in this study is similar to that of Hoy’s (2011), where participants expected some level of relevance between their qualifications and previous work experience. The findings also suggest that teamwork is viewed as an important skill by past host-supervisors. This is in line with Chivers and Flatten (1996) who found that employers are more satisfied with teamwork experience; assessment and training; and experience of information technology. It is also consistent with a study of 400 US employers which identified team-work and collaboration as one of the four key competencies that employers see as most important in graduates (Casner-Lotto & Barrington, 2006). In the context of Australian universities, few explicitly state teamwork as one of their priorities. Monash University, which is the context of this study, however, explicitly mentions teamwork on its WIL web page (Monash University, 2021). There are multiple possible explanations of the different interpretations and awareness of teamwork as part of workplace priorities, which lead to the need for further investigation.

As revealed in the findings, two themes were consistently found in the past students’ responses when they were asked about what they learned from their WIL experiences, namely career planning and practical skills. This reflects the key graduate attributes of professionalism and work-ready (Litchfield et al., 2008). Reference to employment seeking instead of employment securing, and articulation of transferable skills as the benefit of WIL internships, indicates students’ understanding of the non-linear relationship between classroom study and real-life workplace. Some ‘soft skills’ were identified by host-supervisors as the benefits for students, with ‘teamwork’ dominating their responses, followed by ‘communication’ and ‘research’. This captures two of four key graduate competencies through employers’ eyes as identified in the literature, namely oral and written communication, teamwork, and collaboration (Casner-Lotto & Barrington, 2006).

Further to the above, the past students also said that they would transfer the skills learned from their WIL internship experiences into their future career. The somewhat indirect relationship between the intern student prospective employment sector and the industry sector of their internship site, which in the case of this study is an academic library, has potentially given stronger emphasis and reflection on more generic work skills. This is in line with Johnston’s statement (2017) that WIL internship students need to gain knowledge that is beyond their content areas and learn relevant, generalizable, and transferable employability skills. It is, however, intriguing to find that while the past host-supervisors repetitively mentioned teamwork in their expectations, none of the past students had it in their expectations upon commencing their internships. Indeed, the “constant, fast-paced labor market changes and the related need for lifelong learning to ensure workplace success” (Johnston, 2017, pp. 20–21) may have created this gap of understanding between the past host-supervisors and students. One explanation could be that while students went through their structured classroom studies, they had not been keeping up with the fast-changing character of workplace situations and demands.

It must also be noted that the host-supervisors could not quite separate themselves from their employer. The past host-supervisors identified themselves with the host-institutions instead of themselves as individuals, potentially due to their long-term developed professional identities and close affiliations

with the institution. When they were asked the question about the benefits of the internships for themselves, the past host-supervisors referred to benefits that overlap with those for the library. Unlike what was noted by Martin et al. (2019), past host-supervisors in this study did not see WIL program supervision as enhancing their supervision and leadership skills. In addition to the abovementioned close affiliations with the library, there is a potential that the past host-supervisors' supervisory work was not recognized and was labor-intensive (Hays & Clements, 2011). This is an area that is worth investigating further in a future study.

Finally, the past students indicated that collegial teamwork and mentoring relationships with past host-supervisors, are key for the betterment of internship programs. In addition to alignment with teamwork and collaboration as found in an earlier study (Casner-Lotto & Barrington, 2006), the responses were also in line with Hoy's (2011) research finding on the need to establish mentoring relationships, though in Hoy's case this came up through the past host-supervisors' lens. Indications on the thought of potential learning to be gained from the WIL internship program are also found in the past host-supervisors' suggestions for having a centrally coordinated program and a dedicated staff member who oversees the program. While detailed suggestions on how to improve the program were revealed, it is important to note that there is an overall agreement across past host-supervisors and students that the WIL internship program should continue. Consistent with earlier studies of different contexts of WIL internships, this agreement suggests and reinforces the notion that WIL internships play the key role of a connection between classrooms and well-structured teaching-learning activities, with the real-life, less-structured, and diverse future workplaces awaiting students upon their graduating from university.

CONCLUSIONS

There is agreement across past host-supervisors and students that the WIL programs should continue. This indicates the generally positive perceptions of the internship program. In talking about the benefits of the program, both past students and host-supervisors elaborate broader terms of hands-on experiences, namely, to do activities that are related to the degrees that past students pursued, and to enhance students' transferrable 'soft skills' such as time management and organizational skills. To further enable this skill developments, the past students pointed to two ideas for the betterment of the internship programs, namely more interaction with staff of the library and more subject-related activities. It was also found that past students perceive the internships as assisting them to plan their career, seek employment, and learn practical skills. One particularly interesting point that came up in the study is that past host-supervisors consistently mentioned teamwork in their expectations, but it was not mentioned as an initial expectation by any of the past student. Finally, it is worth noting that the past host-supervisors consider the program as focusing on and being beneficial for students. They did not quite see the benefits of the WIL programs for themselves as individual professionals.

While this study has revealed findings from an exploration of past students and host-supervisors' views on WIL internships in an academic library context, further research is required. One aspect that should be investigated further is the perception of academic supervisors and faculties or study programs, as to where students are sent to do their WIL programs in the library. This is highly essential, considering a WIL program for students is "a bridge...between the academic present and their professional future" (Martin et al., 2019, p. 229). Moreover, a future broader scope and larger scale of study will also enhance understanding of WIL programs. This can be both of WIL programs carried out in academic libraries and in different contexts. Comparative investigations of different contexts

will provide richer, meaningful information, and provide better understanding for WIL program stakeholders, particularly in the higher education context.

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APPENDICES

Appendix A: Past student interview questions.

Participant's name:

- 1 Please tell me about yourself. Could you tell me about your current profession, job, or study?
 - 2 When did you do the internship at Monash University Library?
 - 3 Why did you apply for the internship?
 - 4 What did you want to learn from the internship? What experience did you want to gain?
 - 5 In the beginning of internship period, did you have an initial meeting with your host supervisor(s). What do you think about this initial meeting? Was it useful? Why or why not?
 - 6 During the internship period, did you have regular catch-ups with your host supervisor(s). What do you think about these meetings? Were they useful? Why or why not?
 - 7 At the end of the internship period, did you have a debrief meeting with your host supervisor(s). What do you think about this debrief meeting? Was it useful? Why or why not?
 - 8 Do you think the internship was helpful in building your employability skills? If yes, how? If no, why not?
 - 9 Did the internship help you in gaining your current role/job? If yes, how? If no, why not?
 - 10 What were the three main things that you think you learned from the internship experience?
 - 11 What are some things that you think Monash can do to improve the program?
 - 12 Do you have any other comments that you would like to add?
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Appendix B: Past host-supervisor interview questions.

Participant's name:

- 1 Please tell me about yourself. Could you tell me about your current role in the library?
 - 2 When were you host supervisor for internship at Monash University Library?
 - 3 Did you volunteer to be one or were you appointed to supervise internship student(s)? Please explain.
 - 4 What did you think students could learn from the internship? What experience did you think they could gain?
 - 5 In the beginning of internship period, did you have an initial meeting with your student(s). What do you think about this initial meeting? Was it useful? Why or why not?
 - 6 During the internship period, did you have regular catch-ups with your student(s). What do you think about these meetings? Were they useful? Why or why not?
 - 7 At the end of the internship period, did you have a debrief meeting with your student(s). What do you think about this debrief meeting? Was it useful? Why or why not?
 - 8 Do you think the internship was helpful in building the students' employability skills? If yes, how? If no, why not?
 - 9 Do you think the internship was useful for you? If yes, how? If no, why not?
 - 10 Do you think the placement/internship was useful for the library? If yes, how? If no, why not?
 - 11 What are some things that you think Monash can do to improve the program?
 - 12 Do you have any other comments that you would like to add?
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