

BEST PRACTICE SHEET

Name/title	A Model for Internship																																																																																										
Type <i>(select one)</i>	<input type="radio"/> Model <input type="radio"/> Method <input type="radio"/> Task <input type="radio"/> Technique <input type="radio"/> Activity																																																																																										
Skill points <i>(how strong is this activity in the field of the 3 skills, where 1 is the least useful in developing a particular skill and 10 means that the method is very effective in improving a given skill)</i>	<table border="1"> <tr> <td colspan="10"><i>Critical thinking</i></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td> </tr> <tr> <td colspan="10"><i>Problem solving</i></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td> </tr> <tr> <td colspan="10"><i>Managing own learning process</i></td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td> </tr> </table>	<i>Critical thinking</i>										1	2	3	4	5	6	7	8	9	10									✓		<i>Problem solving</i>										1	2	3	4	5	6	7	8	9	10								✓			<i>Managing own learning process</i>										1	2	3	4	5	6	7	8	9	10										✓
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Goal(s) of the activity (model) <i>(what [sub]skills are targeted?)</i>	<p>The model for internship aims to provide a guiding framework for interns to:</p> <ol style="list-style-type: none"> Set goals for internship (goal-setting form). Monitor and reflect on own learning paths (weekly log sheets), i.e., to reflect on the internship events/activities/experiences and put them in perspective. *Evaluate the internship experience (evaluation form) <p>Targeted sub-skills:</p> <ol style="list-style-type: none"> <i>Critical Thinking (CT)</i> CT1: Reflect & handle task autonomously; CT3: Identify connections & recognise opportunities <i>Problem Solving (PS)</i> PS1: Make decisions & take actions towards a solution <i>Managing own Learning Process (LP)</i> LP1: Strategy, training & time management LP3: Organise & evaluate own learning process <p><i>Note: *the evaluation process involves both the student and the site supervisor (student's & supervision's evaluation form to be duly completed).</i></p>																																																																																										

Description

(what is it, how to use it, what issues could occur that need special attention? is any previous knowledge needed?)

An internship is defined as a *supervised discipline-related work experience involving an intentional experience learning strategy* with a focus on professional development, performance assessments, and reflective learning (O'Neill, 2010).

Internship is a form of experience-based learning (Andresen, Boud, & Choen, 2000). However, what essentially differentiates internships from other forms of experience-based learning and/ or active learning is that a measure of supervision and self-regulation is imperative so that students are able to make the best out of internships. Hence, this model implies a tripartite effort of all three core stakeholders in an internship, i.e., the intern, the faculty supervisor of the sending institution and the site supervisor of the work placement agency. The centrepiece of the internship model gives focus to self-regulation and reflective learning on the part of the interns. It requires the intern to assume an active role to manage his/ her learning journey (see Figure 1).

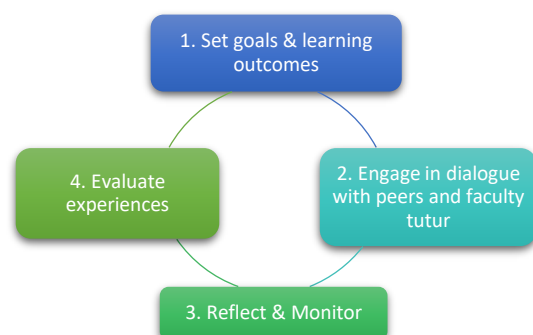


Figure 1: A model for internship

To ensure an enriching internship experience, execution of the internship model require the collaborative effort of all three core stakeholders: the intern, the faculty supervisor and the site supervisor:

1. The Intern: using the model as a guiding framework, the intern should set learning goals and career goals, engage in constant dialogue with peers and faculty supervisor to obtain support during internship, conduct weekly reflection using weekly logs to monitor one's learning journey and finally to perform a self-evaluation of his/ her internship experience

	<p>2. The Faculty Supervisor: He/she serves as a faculty mentor to the students undertaking the internship; ensure that learning goals and career goals are clearly set and students monitor his/ her own progress and learning journey via emails, discussion forum to maintain communication with peers and faculty mentor.</p> <p>3. The Site Supervisor: He/ she plays a pivotal role in the success of the internship by providing the intern an induction programme, going through the learning goals and career goals with the interns, assigning relevant tasks, as well as providing feedback to monitor intern's progress.</p> <p>Note: students should be guided to differentiate between learning goals and career goals:</p> <ul style="list-style-type: none"> ▪ Learning goals could be course or topic level, e.g., at the course level, e.g., able to critique and analyse market trends of a product. ▪ Career goals represent objectives, benchmarks, and milestones in one's career, e.g., increase performance metric in customer satisfaction, cost management; learn how to network, attend networking events; communicate more effectively at work etc.
<p>How do we know if we succeeded? (how can a certain learning goal be measured through this activity)</p>	<p>Weekly logs during and final evaluation forms (student, site supervisor) serve as a form of pre-post measurement and reflection, i.e., were the set learning and career goals attained? were there challenges and crisis points and how were they overcome?</p>
<p>Equipment needed (stationery, tools, projector, etc.)</p>	<p><i>Note: Digital version of the following is preferred to allow easy editing, documenting and archiving</i></p> <p>Appendix A: Internship Goal Setting Document Appendix B: Internship Weekly Logs Appendix C: Internship Evaluation Form (Intern) Appendix D: Supervisor Evaluation Form (Site Supervisor)</p>

2015-1-HU01-KA203-013619

<p>Comments <i>(own experiences, what is this activity good for, why?)</i></p>	<p>The forms in the appendices are not cast in stone. They should be adjusted to best fit the specific internship context, and also the respective domain-general and domain-specific skills. The LELLE survey on the three core skill-sets could also be incorporated into the evaluation form (intern & site supervisor), and likewise, they should be modified to ensure relevance to the specific internship scenario.</p>
<p>Keywords <i>(for the search engine)</i></p>	<p>Internship, reflective learning, career related experience</p>

Appendix A: Internship Goal-Setting Form

Internship Goal-Setting Form

Name of Intern:	
Sending Institution:	
Work Placement Agency:	
Date & Duration:	

I would like to achieve the following goals in my internship:

Learning goals

1. _____
2. _____
3. _____

Career development goals

1. _____
2. _____
3. _____

Intern

Month/ Day/ Year

Faculty Internship Supervisor

Month/ Day/ Year

Site Supervisor

Month/ Day/ Year

Appendix B: Internship Weekly Logs

Internship Weekly Logs

Name of Intern:	
Week No:	

Description of tasks/ events/ activities

1. 2. 3.

Challenges

1. 2. 3.

Learning points

1. 2. 3.

Other comments:

Appendix C: Sample Evaluation – Intern

Evaluation of Internship (Intern)

Name of Intern:	
Sending Institution:	
Work Placement Agency:	
Date & Duration:	

1. Did the internship meet your learning goals? [] Yes [] No

If 'Yes', please explain in what ways? If 'No', why not?

1.

2.

3.

2. Did the internship meet your career development goals? [] Yes [] No

If 'Yes', please explain in what ways? If 'No', why not?

1.

2.

3.

3. What effect does the internship experience have on your learning goals and career goals?

4. In terms of preparation for your internship, your prior academic coursework was:

☐

Not useful

☐

Slightly useful

☐

Fairly useful

☐

Useful

☐

Very useful

2015-1-HU01-KA203-013619

5. In terms of preparation for your internship, your prior work experience was:

☐ Not useful
 ☐ Slightly useful
 ☐ Fairly useful
 ☐ Useful
 ☐ Very useful

6. How would you assess the support in general from your peers (e.g., communication via emails, different forms of social media, and, or face-to-face session) during the internship?

☐ Not helpful
 ☐ Slightly helpful
 ☐ Fairly helpful
 ☐ Helpful
 ☐ Very helpful

7. How would you assess the support in general from your faculty supervisor (e.g., communication via emails, different forms of social media, and, or face-to-face session) during the internship?

☐ Not helpful
 ☐ Slightly helpful
 ☐ Fairly helpful
 ☐ Helpful
 ☐ Very helpful

8. The job orientation for the internship provided by your employer was:

☐ Not helpful
 ☐ Slightly helpful
 ☐ Fairly helpful
 ☐ Helpful
 ☐ Very helpful

9. How would you assess the relevance of the internship responsibilities with respect to your career goals?

☐ Irrelevant
 ☐ Slightly relevant
 ☐ Fairly relevant
 ☐ Relevant
 ☐ Very relevant

10. How would you assess your overall performance?

☐ Very bad
 ☐ Bad
 ☐ Average
 ☐ Good
 ☐ Very good

11. How would you assess the overall educational value of your internship experience?

☐ Not valuable
 ☐ Slightly valuable
 ☐ Fairly valuable
 ☐ Valuable
 ☐ Very valuable

12. In the space below, briefly discuss if the internship has met, has not met your expectations or exceeded your expectations.

2015-1-HU01-KA203-013619

13. What suggestions do you have to improve the quality of the internship?

14. Other additional remarks and/ or comments:

Appendix D: Sample Evaluation – Site Supervisor

Evaluation of Internship (Site Supervisor)

Name of Intern:	
Sending Institution:	
Work Placement Agency:	
Date & Duration:	

1. In terms of preparation for the internship, the intern's prior academic coursework was:

☐ Not useful
 ☐ Slightly useful
 ☐ Fairly useful
 ☐ Useful
 ☐ Very useful

2. In terms of preparation for the internship, the intern's prior work experience was:

☐ Not useful
 ☐ Slightly useful
 ☐ Fairly useful
 ☐ Useful
 ☐ Very useful

3. How would you assess the relevance of the internship responsibilities assigned to him/ her with respect to the intern's career goals?

☐ Irrelevant
 ☐ Slightly relevant
 ☐ Fairly relevant
 ☐ Relevant
 ☐ Very relevant

4. How would you assess the overall value of the intern's contribution to your organisation?

☐ Not valuable
 ☐ Slightly valuable
 ☐ Fairly valuable
 ☐ Valuable
 ☐ Very valuable

5. How would you assess the intern's overall performance during the internship?

☐ Very bad
 ☐ Bad
 ☐ Average
 ☐ Good
 ☐ Very good

6. How would you assess the intern's overall performance in comparison to all other interns performing similar tasks and responsibilities?

☐ Lower 50%
 ☐ Lower 20%
 ☐ Lower 10%
 ☐ Top 10%
 ☐ Top20%

2015-1-HU01-KA203-013619

7. What measures would you suggest to better prepare this intern for the workplace (i.e., courses, activities, skills acquisition, programs)?

8. What measures would you suggest to better prepare future interns assigned to your organisation (i.e., courses, activities, skills acquisition, programs)?

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