

Course Outline

Part I

Programme Title	: Bachelor of Social Sciences (Honours) in Global and Environmental Studies
Programme QF Level	: 5
Course Title	: Internship
Course Code	: INS3008
Department	: Social Sciences; Science and Environmental Studies
Credit Points	: 6
Contact Hours	: at least 200 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI (with Cantonese as appropriate)
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The Student Internship aims to help students integrate and apply in a real-life setting the knowledge and skills they have gained in earlier stages of the programme. As an important learning experience, students will be expected to engage in reflection and analysis on their Internship experience with regard to the ways issues related to globalization, development, and the environment are reflected in real-world problems and their solution. The Internship also offers students the opportunity to both enhance their own global and environmental literacy and serve the community in humanitarian, policy advocacy, environmental, educational, and other related fields. The Internship provides practical experience of the challenges faced in both public and private sector workplaces and will assist students in making decisions regarding their career path.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ demonstrate enhanced understanding of global and environmental issues through first hand practical experience.
- CILO₂ apply knowledge and skills (including problem solving, critical thinking and other generic skills as appropriate) to real life work situations.
- CILO₃ demonstrate ability to analyse and think critically about experiences gained during Internship in relation to programme coursework.
- CILO₄ develop effective communication and problem solving skills through interacting and collaborating with co-workers.
- CILO₅ demonstrate competence and commitment in work-related contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching and Learning Activities
<p>Pre-internship seminars and workshops (I, II, III):</p> <p>I. Review of and reflection on learning from Major coursework and how it may relate to the Internship experience.</p> <p>II. Introduction to types and needs of internship partners.</p> <p>III. Consultation on developing learning goals in experiential learning, preparation for related competencies, attitudes, values and actions.</p>	<p><i>CILO_{1,3}</i></p>	<ul style="list-style-type: none"> • Group discussions • Consultation with EdUHK's academic tutors
<p>Internship</p>	<p><i>CILO_{1,2,4,5}</i></p>	<ul style="list-style-type: none"> • Participants are assigned internship tasks such as activities or programs as arranged by supervisor of internship partners. • Academic tutors from EdUHK pay regular visits or make phone calls to ascertain if internship is effectively implemented and students are able to demonstrate and achieve the learning outcomes. • The academic tutors also conduct mid-term and final evaluation with the supervisor.
<p>Presentation, Sharing & Celebration</p>	<p><i>CILO_{1,2,3}</i></p>	<ul style="list-style-type: none"> • Presentation of internship learning experience in groups through textual, audio-visual modes. • Inviting members of the internship partners to recognize the achievements of students.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>Performance review by supervisor of internship partners and the academic tutors from the University. There will be a mid-term evaluation when the academic tutors visit the students at the workplace and liaise with the supervisor to monitor students' performance and progress, and identify areas for improvement. The final evaluation will be conducted at the end of the internship when academic tutors and the supervisor have completed the evaluation together. The students' knowledge, attitude and skills will be considered in the evaluation.</p>	<p>40%</p>	<p><i>CILO</i>_{1,2,4,5}</p> <p>Internship work and assessment contribute to the students' global and environmental issues, application of knowledge and skills, effective communication and problem-solving skills, and then competence as well as commitment in work.</p>
<p>Individual portfolio (consisted of documentation on the internship progress like texts and/or photos and Poster Presentation) made at different stages of the internship period to connect and consolidate theoretical background, internship experiences and real-world work environment about interdisciplinary studies. Students are expected to draw their theoretical basis from relevant literatures.</p>	<p>30% (10% course participation including log entries; 20% for the visual story telling presentation)</p>	<p><i>CILO</i>_{1,2,3,4}</p>
<p>Production of an individual final written report to consolidate the internship experience, through reflection on how this practical experience relates to or can be interpreted in light of what the student has learned about globalization, development, and environmental change. (3,000 words)</p>	<p>30%</p>	<p><i>CILO</i>_{1,2,3}</p> <p>Internship presentation and final report can achieve deeper understanding of the global and environmental issues, their application of knowledge and skills, and their critical as well as analytical ability.</p>

5. Required Text(s)

Nil

6. Recommended Readings

Baird, B. N. (2011). *The internship, practicum, and field placement handbook: a guide for the helping professions*. Upper Saddle River, N.J.: Prentice Hall.

Beard, C. (2010). *The experiential learning toolkit: blending practice with concepts*. London: Kogan Page.

Butin, Dan (2008). *Service-learning and social justice education: strengthening justice-oriented community based models of teaching and learning*. London: Routledge.

Kiser, P. (2016). *The human services internship: Getting the most from your experience* (Fourth ed.). Boston, MA: Cengage Learning.

Princeton Review (2000). *The internship bible*. New York: Random House.

Reid, A. et al. (2008). *Participation and learning: perspectives on education and the environment, health and sustainability*. New York: Springer.

Sides, C.H., Mrvica, A. (2007). *Internships: theory and practice*. Amityville, N.Y.: Baywood Publishing.

Stirling, A., Kerr, G., Banwell, J., MacPherson, E., Bandedaly, A., & Battaglia, A. (2014). *What is an Internship? An Inventory and Analysis of "Internship" Opportunities Available to Ontario Postsecondary Students*. Toronto: Higher Education Quality Council of Ontario.

Sweitzer, H., & King, M. (2019). *The successful internship: Personal, professional, and civic development in experiential learning* (Fifth ed.) Boston, MA, USA: Cengage.

7. Related Web Resources

David A. Kolb on Experiential Learning:
<http://www.infed.org/biblio/b-explrn.htm>

Experiential learning articles and critiques of David Kolb's theory:
<http://reviewing.co.uk/research/experiential.learning.htm>

Making the Connection: How Advisers Can Help Students Reflect on the Internship Experience
Making the Connection: How Advisers Can Help Students Reflect on the Internship Experience
<https://dus.psu.edu/mentor/2012/11/advisers-students-internship-experience/>

8. Related Journals

The Journal of Experiential Education. Association for Experiential Education.
College Student Journal. PROJECT Innovation.

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>).

Students should familiarize themselves with the Policy.

10. Others

Newspaper articles and on-line videos on relevant topics and issues will be used wherever and whenever necessary and feasible.

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