THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	:	Bachelor of Social Sciences (Honours) in Social Entrepreneurship and Development Studies
Programme QF Level	:	5
Course Title	:	Internship
Course Code	:	SSC4330
Department	:	Social Sciences and Policy Studies
Credit Points	:	6
Contact Hours	:	approx. 200 hours
Pre-requisite(s)	:	Nil
Medium of Instruction	:	EMI
Course Level	:	4

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"):
- **P**rofessional **E**xcellence;
- **E**thical **R**esponsibility; **&**
- **I**nnovation.

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. Students will be expected to engage in reflection throughout their Internship experience and make analyses with regard to the problems and prospects in Greater China. Placement in the public, private or third sectors will enhance students' sense of social responsibility as well as their regional and global literacy. Practical experience in various fields will also assist students in making decisions on their future career.

2. Course Intended Learning Outcomes (CILO$_s$)

Upon completion of this course, students will be able to:
CILO$_1$ analyze social issues in Greater China through first hand practical experience;
CILO$_2$ apply knowledge and skills (including problem solving, critical thinking and other generic skills as appropriate) to real life work situations;
CILO$_3$ demonstrate ability to analyse and think critically about experiences gained during Internship in relation to programme coursework;
CILO$_4$ apply communication and problem-solving skills for personal and career development; and
CILO$_5$ demonstrate competence and commitment in work-related contexts.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching and Learning Activities

a. Pre-internship seminars and workshops
  I) Review of and reflection on learning from Major coursework and how it may relate to the Internship experience
  II) Introduction to types and needs of internship partners
  III) Consultation on developing learning goals in experiential learning, preparation for related competencies, attitudes, values and actions
	CILO$_{1,3}$	• Group discussion
		• Video analysis
		• Consultation with the EdUHK's Internship Coordinators

b. Internship	CILO$_{1,2,4,5}$	• Participants are assigned internship tasks such as activities or programmes as arranged by supervisor of internship partners. • Internship Coordinators 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 Internship Coordinators also conduct mid-term and final evaluation with the supervisor.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Performance review by supervisor of internship partners and the Internship Coordinator from the University: A mid-term evaluation will take place when the Internship Coordinator visits the students at the workplace and liaises with the supervisor who monitors students' performance and progress, and identify areas for improvement. The final evaluation will be conducted at the end of the internship by the Internship Coordinator based on supervisor's assessment. Additional remarks and comments by the Internship Coordinator will be added to complete such review. Students' knowledge, attitude and skills will be considered in the evaluation.	50%	CILO$_{1,2,4,5}$
Interim Individual Reflective Journal (minimum 500 words): Students are required to submit a reflective journal to include a summary of short reflections and observations on activities undertaken during the Internship and relevant correspondences with their Internship Coordinator that highlight key aspects of the internship experience most relevant to the student's learning goals as well as those which make connections to the knowledge and skills gained from the programme. Assessment of the Journal focuses on the *content* rather than *writing skills and length of submission*. Key assessment criteria include *relevance of observations and insights*.	10%	CILO$_{2-4}$

Individual Report (Word Limit: 1,500 words): submitted as a summative report by students at the end of the Internship detailing the key learning outcomes, achievements and plans for further development.	40%	*CILO₁₋₃*

5. Required Text(s)

Nil

6. Recommended Readings

Ashour, S. (2016). *Social and business entrepreneurship as career options for university students in the United Arab Emirates: The drive–preparedness gap*. Cogent Education, 3(1). 1234425.

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

Kiser, P. M. (2009). *The human services internship: getting the most from your experience* (2nd ed.). Thomson Brooks.

Ku, A.S., & Pun, N. (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. Routledge.

Nisbet, J., & Hagner, D. (2000). *Part of the community: Strategies for including everyone*. Paul Brookes Publishing.

Pache, A.C., & Chowdhury, I. (2012). Social entrepreneurs as institutionally embedded entrepreneurs: Toward a new model of social entrepreneurship education. *Academy of Management Learning & Education* 11 (3), 494–510.

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

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

Reid, A., & Scott, W. (2008). *Researching education and the environment: retrospect and prospect*. Routledge.

Sweitzer, H. F., & King, M. (2009). *The successful internship: personal, professional, and civic development* (3rd ed.). Brooks/Cole Cengage Learning.

7. Related Web Resources

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

Experiential learning:
http://www.learningandteaching.info/learning/experience.htm

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

Experiential learning in higher education: linking classroom and community:
http://www.ntlf.com/html/lib/bib/95-7dig.htm

Internship in Higher Education:
http://www.answers.com/topic/internships-in-higher-education

體驗式學習法:
http://www.youtheart.org.hk/index.php?id=279

8. Related Journals

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

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.

Last updated: 1 July 2023