

## THE EDUCATION UNIVERSITY OF HONG KONG

### Course Outline

#### Part I

<b>Programme Title</b>	:	Master of Public Policy and Management
<b>Programme QF Level</b>	:	6
<b>Course Title</b>	:	Internship/ Overseas Experiential Learning
<b>Course Code</b>	:	PPG6024
<b>Department</b>	:	Department of Social Sciences and Policy Studies
<b>Credit Points</b>	:	3
<b>Contact Hours</b>	:	39
<b>Pre-requisite(s)</b>	:	Nil
<b>Medium of Instruction</b>	:	EMI
<b>Course Level</b>	:	6

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#### 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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate 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 Internship / Overseas Experiential Learning course prepares our future public manger or administrators to gain and apply their knowledge in realistic situations through an industry placement for eight weeks or an overseas experiential learning via lectures and site visits for one week. The involvement in Internship / Overseas Experiential Learning will facilitate students to network in professional fields they are considering for career paths and grant them an opportunity for professional advancement. It will enable students advance team working roles and skills and boost group bonding through engagement in a variety of collaborative and competitive extended team-based exercise. It is anticipated that the skills attained from working with an organization or overseas lectures and site visits will benefit students in facilitating them to enhance their performance on their jobs after graduation. Students taking this course can either choose the Internship stream or Overseas Experiential Learning Stream.

### 2. Course Intended Learning Outcomes (CILOs)

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

- CILO<sub>1</sub>: Attain professional involvement-based hands-on experience about real world problems in a field relevant to their specialization of studies.
- CILO<sub>2</sub>: Demonstrate competence and commitment in work-related/ regional contexts.
- CILO<sub>3</sub>: Advance active communication and problem-solving skills for personal and career development.
- CILO<sub>4</sub>: Apply skills important for time management, discipline, self-learning and effective communication.

### 3. Content, CILOs, and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<i>Internship</i>		
Pre-internship Workshops: - Review of and reflection on learning from the programme and how it may relate to the Internship experience	<i>CILO<sub>1-4</sub></i>	Workshop Presentation, Group Discussion, Consultation with EdUHK's Internship Supervisors

<ul style="list-style-type: none"> <li>- Introduction to types and needs of internship partners</li> <li>- Interview skills and job etiquettes</li> </ul>		
<p>Internship</p>	<p><i>CILO<sub>1-4</sub></i></p>	<ul style="list-style-type: none"> <li>- Participants are assigned Internship tasks such as activities or programmes as arranged by supervisor of Internship partners.</li> <li>- Internship Supervisors 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.</li> <li>- The Internship Supervisors conduct mid-term and final evaluation with consultation of the work-place supervisor.</li> </ul>
<b><i>Overseas Experiential Learning</i></b>		
<p>Field trips</p>	<p><i>CILO<sub>1-4</sub></i></p>	<p>Field trips to important institutions in the jurisdiction being visited to determine novel information about how such institutions accomplish their policy and management roles.</p>
<p>Field research project</p>	<p><i>CILO<sub>1-4</sub></i></p>	<p>Designing and accompanying a small scale comparative field research that comprises of literature searches, the design and implementation of an interview schedule/survey for running in Hong Kong and in the jurisdiction being visited, analysis of data and making conclusions, recommendations and a final report.</p>

#### 4. Note and Arrangement

<b><i>Internship</i></b>	
<b>Note</b>	<p>Apart from regularly attending the workplace, students are expected to meet with the Internship Supervisor on at least thrice during the placement.</p>

	<ul style="list-style-type: none"> <li>- An initial meeting in a pre-internship workshop should occur to set expectations and discuss broadly the project areas applicable for the student.</li> <li>- A second meeting or discussion should occur around the middle of the placement to discuss the progress and to finalise the details of the work undertaken by the student.</li> <li>- A final meeting in a debriefing/focus group meeting should occur towards the end of the placement, to discuss the learning outcomes and final project.</li> <li>- The Internship Supervisor will be available during the entire course of the work placement to advise or assist the student with any content-related issues faced in the workplace.</li> </ul>
<b>Arrangement</b>	The Internship is offered in Semester 2/summer semester of every academic year. Student Interns are required to work for at least 150 hours (or the agreed period between EdUHK and the internship host) during the Internship period. The detailed work schedule will be agreed by the Internship Partners, the Interns and the Internship Supervisor prior to the commencement of the Internship.
<b><i>Overseas Experiential Learning</i></b>	
<b>Note</b>	<ul style="list-style-type: none"> <li>- The students will contribute in and consequently review their learning from and presentation in public policy and management exercises and extended role-plays</li> <li>- Reflect upon learning achieved through the completion of a Visit Diary that records all activities of the visit and the writing of an individual reflective report;</li> </ul>
<b>Arrangement</b>	An overseas experiential learning via lectures and site visits will be offered at the end of Semester 2 for one week. The students will be required to conduct a field research project which would include an interview schedule/survey for running in Hong Kong and in the jurisdiction being visited. The students will present their findings within 24 hours of the survey.

## 5. Assessment

Assessment Tasks	Weighting (%)	CILOs
<b><i>Internship</i></b>		
(a) <b>Industry/Internship Supervisor Evaluation</b> Performance review by supervisor of Internship	55%	<i>CILO<sub>1-4</sub></i>

partners and the Internship Supervisor from the University. Students' knowledge, attitude and skills will be considered in the evaluation.		
(b) <b>Final Reflective Report</b> (3,000 to 4,000 words) Submitted as a summative report by students at the end of the Internship discussing the observations on activities undertaken during the Internship, the key learning outcomes, achievements and plans for further development.	30%	<i>CILO<sub>1-4</sub></i>
(c) <b>Focus Group (90 to 120 minutes)</b> At the end of the internship, students under the guidance from the facilitator will reflect upon their learning experience in a deeper manner.	15%	<i>CILO<sub>1-4</sub></i>
<b><i>Overseas Experiential Learning</i></b>		
(a) <b>Group Based Presentation</b> Providing a team-based oral presentation to peers, lecturers and guest speakers of the rationale, methods and findings of the team's field research project.	50%	<i>CILO<sub>1-4</sub></i>
(b) <b>Class Discussion/ Participation</b> Students are required to participate in all activities as designed by the course Instructor(s), including briefing sessions, lectures and field visits in Hong Kong and overseas.	10%	<i>CILO<sub>1-4</sub></i>
(c) <b>Individual Report</b> (2,500 to 3,500 words) The overseas individual report will contain an comprehensive, critical evaluation of the team's experiential learning during the overseas visit in terms of how members cooperated with one another in each of the exercises, the team's accomplishments and letdowns, the reasons for these, and how team performance might be enhanced.	40%	<i>CILO<sub>1-4</sub></i>

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Butin, D. (2008). *Service-learning and social justice education: Strengthening justice-oriented community based models of teaching and learning*. London: Routledge.
- Christopher, P., Houghton, D. and Murray, L. (2017). *Organizational behavior: a critical-thinking approach*. Los Angeles : SAGE.
- Hao, Z, & Laiden, R. C. (2011). Internship: A Recruitment and Selection Perspective. *Journal of Applied Psychology*, 96(1), 221–229.
- Kiser, P. M. (2009). *The human services internship: Getting the most from your experience* (2<sup>nd</sup> ed.). Belmont, Calif.: Thomson Brooks.
- Ku, A. S., & Pun, N. (Eds.). (2004). *Remaking citizenship in Hong Kong: community, nation, and the global city*. London: Routledge.
- Princeton Review. (2000). *The internship Bible*. New York: Random House.
- Reid, A., & Scott, W. (Eds.). (2008). *Researching education and the environment: retrospect and prospect*. London: Routledge.
- Sung, Y. W. (2005). *The emergence of Greater China: The economic integration of Mainland China, Taiwan and Hong Kong*. Basingstoke, England: Macmillan.
- Sweitzer, H. F., & King, M. (2014). *The successful internship: Personal, professional, and civic development* (4<sup>th</sup> ed.). Belmont, Calif.: Brooks/Cole Cengage Learning.
- Wang, G. (2015). The influence of the college's internship pattern on students' internship performance in the context of Mainland China's national conditions: A perspective compared with American University. *Journal of Youth Studies*, 18(2), 93-100.

## 8. 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>

## **9. Related Journals**

*The Journal of Experiential Education.*

*College Student Journal*

*Journal of Cooperative Education.*

*Journal of Youth Studies*

*Contemporary Educational Psychology*

*Journal of Employment Counselling*

## **10. Academic Honesty**

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/00000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## **11. Others**

Nil

*Updated as of 29 December 2023*