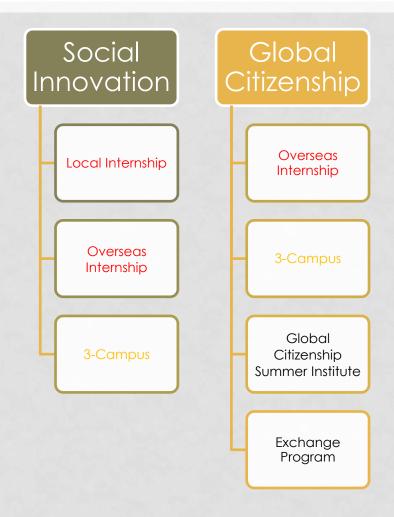
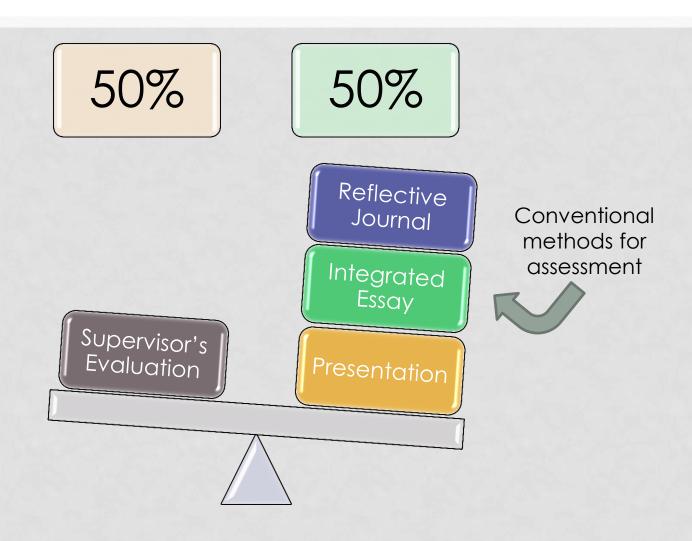
# ASSESSMENT FOR INTERNSHIP AT FACULTY OF SOCIAL SCIENCES

MS. FRANCESCA SIN 8 JUNE 2016

# STRUCTURE OF SOCIAL INNOVATION GLOBAL CITIZENSHIP



# ASSESSMENT COMPONENT FOR INTERNSHIP



## LITERATURE ON EXPERIENTIAL LEARNING

- ✓ While a truly comprehensive, reliable, valid and cost-effective measure of practical experiences does not exist, a combination of evaluation methods is recommended (Schwabbaver, 2000).
- √ The qualitative nature of performance assessment is more prone to measurement errors than standard written assessment (Sharifzadeh et al, 2011).
- ✓ To determine effectiveness of an internship, Narayanan et al. (2010) has developed a Process Model.
- ✓ Embo et al (2014) develop the Midwifery Assessment and Feedback Instrument to: a) improve educational structure, b) promote an active role of students and supervisors for individual learning process, c) promote continuous supervision and d) integrate formative and summative assessment.

### PROCESS MODEL

#### ANTECEDENTS

### Employing firm's preparedness for the internship

Awareness of university's interests

- Prior ties
- Careful screening or matching\*
- Similarity in strategies

Internal organizational context

- Size\*
- Resources available

Internship structure formality

- Project definition\*
- Selection of students\*
- Matching the project with students\*

#### Student's ability to transfer and apply university knowledge to internship

General academic preparedness \* Internship readiness

- Awareness and choice about project
- Choice about faculty advisor

### University's preparedness for the internship

Awareness of company's interests

- Prior ties
- Careful screening or matching\*
- Similarity in strategies

Internal organizational context

- Size
- Degree
- Program design

Internship structure formality

- Faculty preparedness
- Faculty selection role\*
- Selection of students\*
- Matching the project with students\*

#### PROCESSES

#### Employing firm's interaction with university and student

Communication with and commitment to the university

- Arms length or embedded

Managing the process

 Feedback to student and supervisory support\*

#### Student's commitment to the internship

Motivation

- Task and knowledge challenges
- Initial student learning\*

Communication

- With faculty and employer

### University's interaction with employing company and student

Communication with and commitment to the employer

- Arms length or embedded\*

Managing the process

 Feedback to student and faculty mentoring\*

#### OUTCOMES

### Employing firm's tangible benefits and enhanced capabilities

Proximal

- Project completion\*
- Project productivity
- Potential recruitment
- Initial inflow of ideas
- Student satisfaction\*

#### Distal

- Continued inflow of ideas
- Stronger linkages with academic institution

#### Student's skill development and career enhancement

Proximal

- Student satisfaction\*
- Student placement

Distal

- Career prospects

### University's enhanced capabilities and facilitation of student development

Proximal

- Student satisfaction\*
- Student placement
- Quality of student programs

#### Distal

- Inflow of research ideas
- Stronger linkages with employing firm
- Reputation for student placement

#### FIGURE 1

Internship Model. (Items marked by an asterisk have corresponding measures in the empirical model.)

# MIDWIFERY ASSESSMENT AND FEEDBACK INSTRUMENT

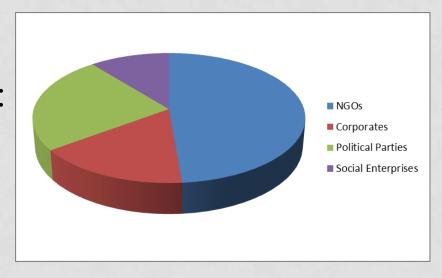
Table 1 The MAFI-framework, results.

Goal	Features	Learning effect	Problems	Conditions
1. Educational structure	Competences are the learning outcomes	Promotes: - the setting of realistic outcomes - focus on competency development	Competences are: - complex - too time consuming	<ul> <li>Time</li> <li>Training</li> <li>Limited number of competences</li> </ul>
2. Learning and guidance process	Learners write reflections     after performances under     a competence -structure     Learners ask feedback     Supervisors read     reflections     Supervisors give and     write feedback	Promotes: - active involvement in learning - student-centred supervision - a 2-way feedback process	Lack of: - observation - reading time - negative feedback, especially on professional behaviour	<ul> <li>Observation to validate reflections</li> <li>Active students</li> <li>Motivation to write negative feedback</li> </ul>
Documenting competency development	Collected evidence is available for learners and supervisors at all stages of the internship	Facilitates: - the continuous self-directed learning process - supervision (f.e. how does the learner use feedback?)	Bias in information: - learners are selecting positive feedback writers - inconsistent feedback between supervisors	- Effective feedback culture
4. Integrating learning and assessment	Written feedback can be judged against the concrete criteria of the checklist	Facilitates: - formative assessment - summative assessment	Lack of: - supervisors' involvement in summative assessment - assessment dialogues	<ul> <li>Explicit roles in learning and assessment</li> <li>Systematically planned assessment meetings</li> </ul>

### RESEARCH

### Data was drawn from the Term-time Internship 2014-15

- Time Frame:
  - April 2014 to Oct 2015, one full day per week, total 23 weeks.
- Participants:
  - 89 students
  - 37 Community Partners
- Organisation breakdown:



# ASSESSMENT CRITERIA

HTTP://WWW.SOCSC.HKU.HK/SI/2015/PDF/EVALUATION.PDF

# CONTROVERSY IN "SUPERVISOR'S EVALUATION"



# RESEARCH QUESTIONS

# 1- How consistent is Supervisor's Evaluation?

- Supervisor is to evaluate according to 9 Assessment Criteria
- Excellent, Good, Satisfactory, Less than satisfactory, Unacceptable
- How well does the average of the 9 criteria match the final score?

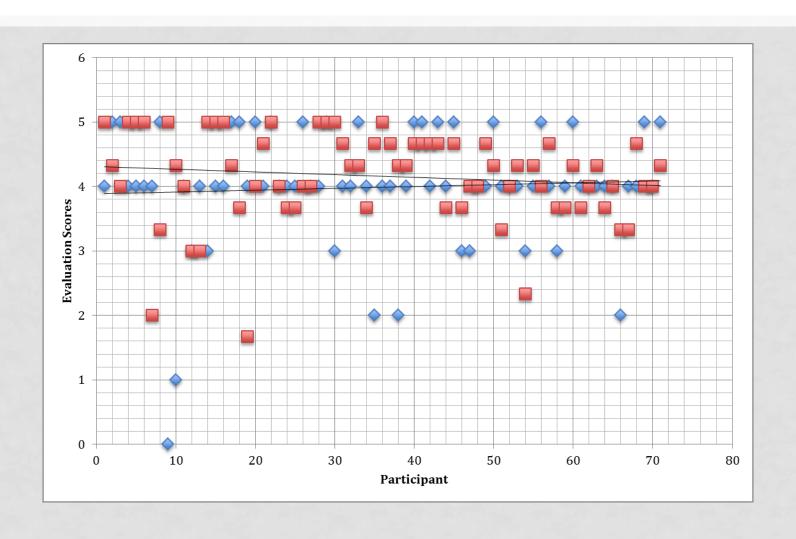
# 2- Would interns' overall impression of internship related to the final grade?

- All interns have to fill in a selfevaluation form
- Overall speaking, this internship is a fruitful one: Strongly agree, Agree, Neutral, Disagree, Strongly disagree, N/A
- Students usually enjoy their internship experience more if they have a good relationship with supervisors and they think the internship is a fruitful one.

# HOW ACCURATE IS SUPERVISOR'S EVALUATION?

		9 Assessment Criteria	
Supervisor	Final Grade (A=5)	Average	
		(Excellent=5)	
Mean	4.22494382	4.200749064	
Variance	0.459109372	0.491472497	
Observations	89	89	
Pearson Correlation	0.8998513		
Hypothesized Mean Di	0		
df	88		
t Stat	0.737854422		
P(T<=t) one-tail	0.231282992		
t Critical one-tail	1.662354029		
P(T<=t) two-tail	0.462565984		
t Critical two-tail	1.987289865		

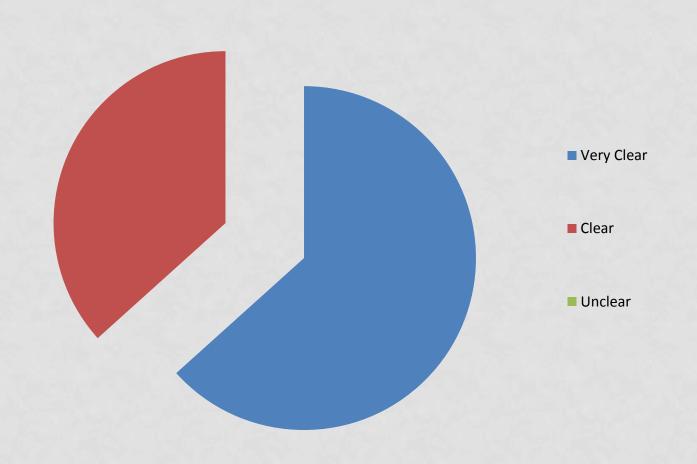
# CORRELATION BETWEEN SUPERVISOR'S SCORE VS INTERNS' IMPRESSION OF THEIR INTERNSHIP



# CORRELATION BETWEEN SUPERVISOR'S SCORE VS INTERNS' IMPRESSION OF THEIR INTERNSHIP

Correlations					
		Intern	Supervisor		
Intern	Pearson Correlation	1	.032		
	Sig. (2-tailed)		.792		
	Ν	71	71		
Supervisor	Pearson Correlation	.032	1		
	Sig. (2-tailed)	.792			
	Ν	71	89		

# IS THE ASSESSMENT CRITERIA CLEAR TO THE SUPERVISOR?



## QUALITATIVE DATA: STUDENTS' CONCERNS

- "differences in marking between students working in different companies or NGOs"
- "working time of each internship is different"
- "grading is too subjective"
- "supervisor subjective grading accounts for half the grade, interns need to accept unreasonable requests"
- "supervisors have too great power over students"

## **CONCLUSION**

- By including all the three important factors (the roles of the student, University and Community Partner) will help understand and evaluate the internship experience thoroughly and comprehensively (Narayanan et al., 2010).
- From Quantitative data: Supervisors are generally fairly consistent with their evaluation and there is no correlation between interns' impression on CP and their final grade.

#### BUT

• From Qualitative data: Students reveal unfairness in the system.

## **FUTURE INVESTIGATION**

- a) Students' satisfaction and learning outcome? it is interesting to correlate our students fieldwork grade with other academic deliverables and their GPA.
- b) I think it will be interesting to study the subjective experiences of interns so as to 1) scaffold their learning better and 2) document/ evaluate the learning outcome better
- c) Y2k kids call for new job skill sets or communication needs/adjustment in the workforce?

### SUGGESTIONS FROM THE FLOOR

- "faculty may consider impose some mechanism to prevent interns from being overly used by CP" – student's feedback
- Academic Staff to evaluate using Summative Evaluation?
- Supervisors only give feedback instead of a grade?

### REFERENCES

- Embo, E., Driessen, E., Valcke, and Vleuten, C. P. M. (2014). A framework to facilitate self-directed learning, assessment and supervision in midwifery practice: a qualitative study of supervisors' perceptions. Nurse Education in Practice, 14, 441-446
- Narayanan, V. K., Olk, P. M. and Fukami, C. V. (2010).

  Determinants of internship effectiveness: an exploratory model. Academy of Management learning & Education, 9, 61-80
- Schwabbaver, M. (2000). But can they do it? Clinical competency assessment. Clinical Lab Science, 12, 47-52
- Sharifzadeh, S., Totoonchi, A., Rahbarmah, M., Mohagegzadeh, M. S. and Shokrpour, N. (2011). Comparison of assessment methods in internship course of clinical laboratory sciences students. European Journal of Social Sciences, 23, 553-559