

A pedagogical model for development
of a service-learning internship program
that adds marketing value
for a regional university in the U.S.

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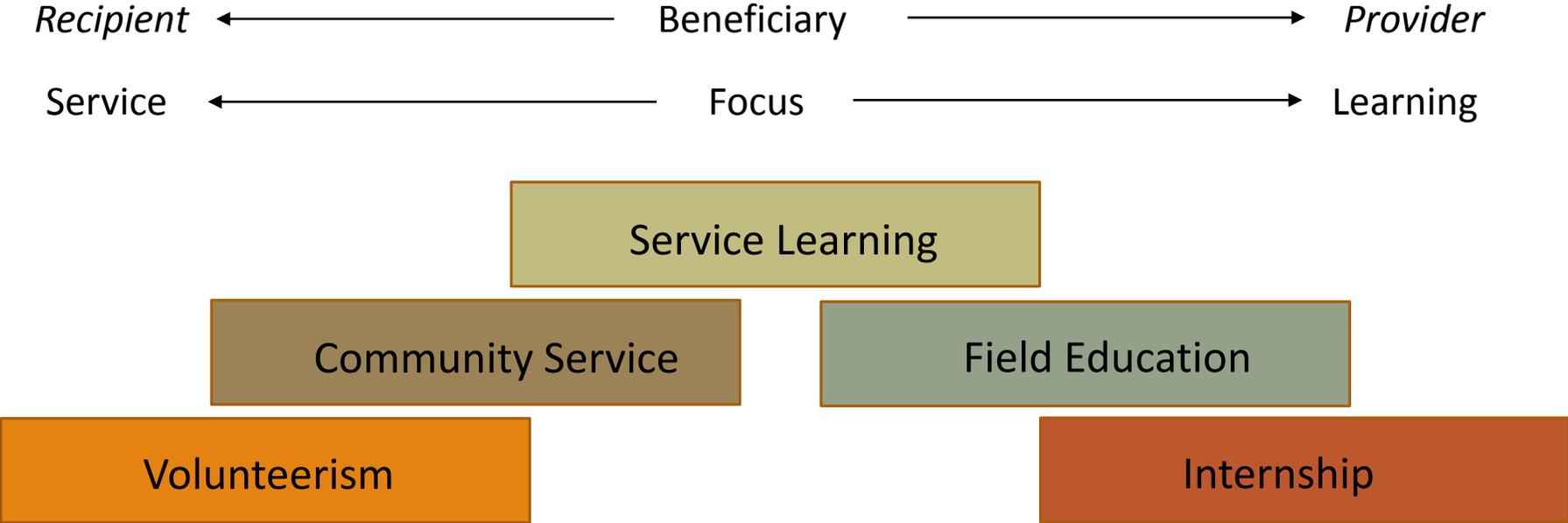
Objective

To understand the research literature and guidelines for developing an effective university internship program that extends learning beyond the classroom while supporting the goals of the university, university students, and employers in the community.

This presentation will review research literature regarding internships and service learning, and review the design and development of an internship program for all university majors at a satellite campus of a regional university in the United States.

Rogers State University proposed program: <https://sites.google.com/site/rsuinternship/home>.

Service, internships, and learning



From Furco, A. (1996). Service-Learning: A Balanced Approach to Experiential Education. *Expanding Boundaries: Service & Learning*. Corporation for National Service.

Research literature

Service learning - a pedagogical model that strives to create intellectually rich learning experiences for students beyond the classroom.

“Service-learning is a pedagogy grounded in the belief that students learn by doing”
(University of Minnesota, n. d., p. 2).

Internship program - strives to more fully prepare students for successful careers of their choice by pairing qualified university students with community employers who want to support learning opportunities for students, develop relationships with students who may become prospective employees, and to help train a future generation of workers.

As a service learning program, university internship programs are carefully designed to provide hands-on experiences supplemented by reflective coursework.

Internships and service learning

University of Minnesota (n. d., p. 13). identified service internship model as one of six models for integrating service learning into the curriculum.

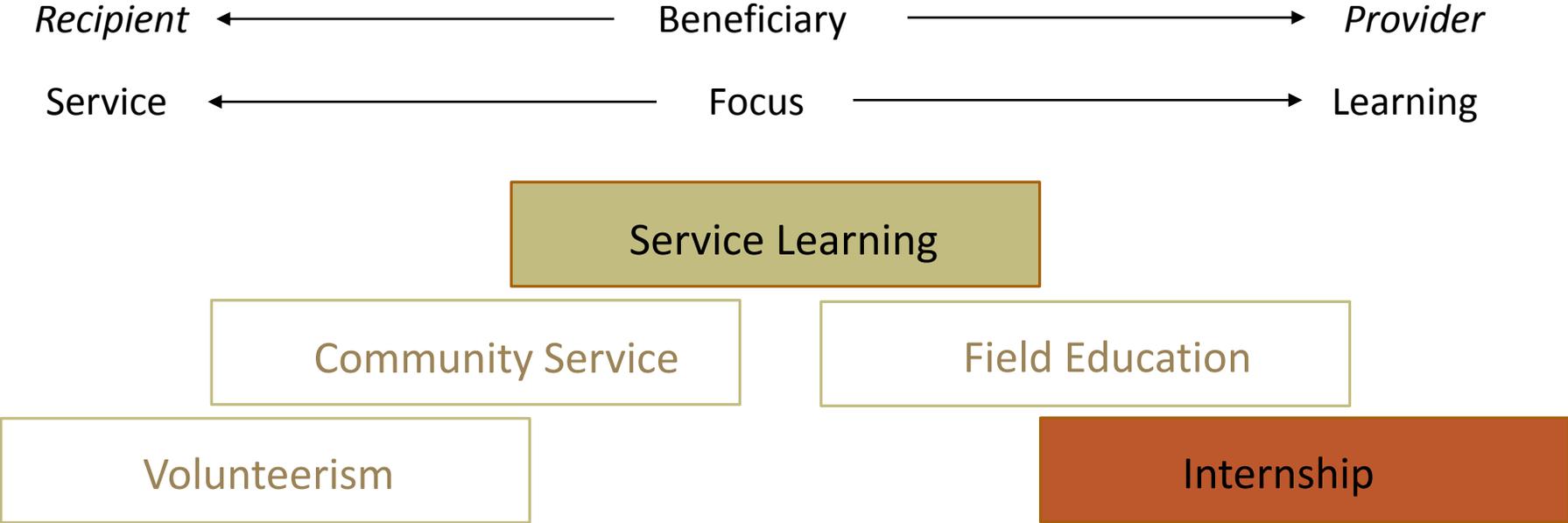
Service Internship Model –

- More intensive than typical service-learning project (10-20 hours per week in community setting)
- Students produce body of work of value to the community or site.

Unlike traditional internships, service internships:

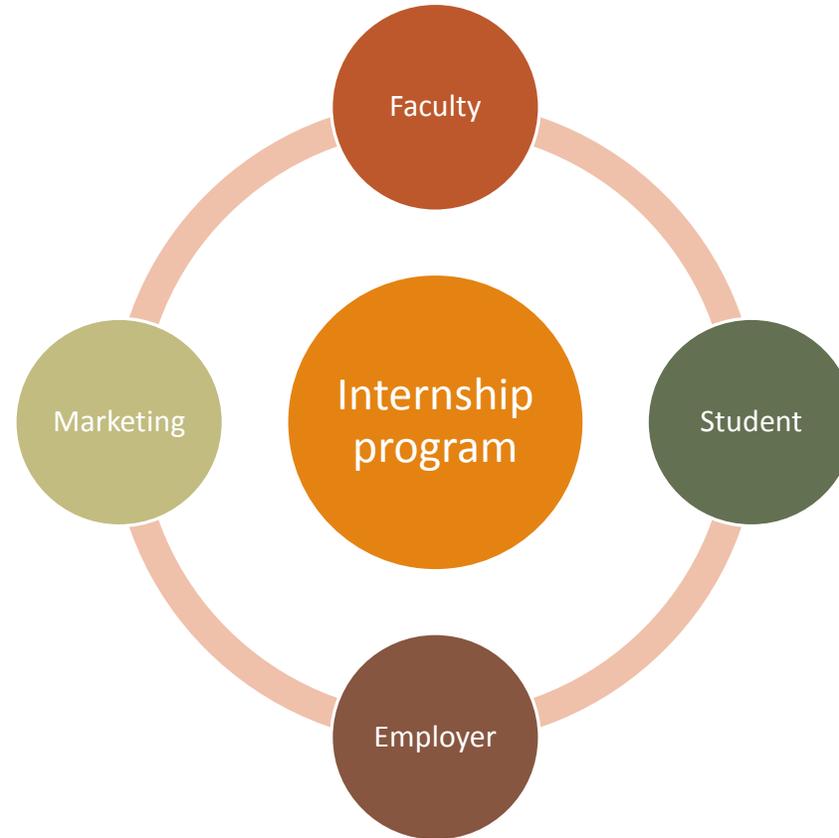
- Have ongoing, faculty-guided reflection to challenge the students to analyze their new experiences using discipline-based theories.
- Focus on reciprocity – community and student benefit equally from the experience
- Offer students the opportunity to develop valuable skills while simultaneously seeing how their skills can benefit the community”

Our focus today



From Andrew Furco, "Service-Learning: A Balanced Approach to Experiential Education," in *Expanding Boundaries: Service & Learning* (Corporation for National Service, 1996).

Internship program from four perspectives



Faculty

Faculty

TEACHING AND LEARNING



Faculty: Teaching and learning

Objective

- Faculty focus: Develop curricula and learning techniques to maximize the student learning experience, moving learning beyond the classroom.

Responsibility

- University is responsible for creating and managing a versatile platform capable of providing opportunities for diverse majors while maintaining academic rigor and streamline the processes for employers and students.

Principles of good practice for service-learning pedagogy



1. Understand that academic credit is for learning, not for service.
2. Do not compromise academic rigor.
3. Establish learning objectives.
4. Establish criteria for the selection of service placements. Four recommendations:
 1. Activities - Limit service activities and contexts to those with the potential to meet course-relevant academic and civic learning objectives (e.g., filing papers in a warehouse, while of service to a school district, will offer little to stimulate either academic or civic learning in a course on elementary school education).
 2. Duration - Correlate the required duration of service with its role in the realization of academic and civic learning objectives (e.g., one two-hour shift at a hospital will do little to contribute to academic or civic learning in a course on institutional healthcare).
 3. Place - Identify the range of acceptable service placements around the content of the course (e.g., for a course on homelessness, homeless shelters and soup kitchens are learning-appropriate placements, but serving in a hospice is not).
 4. Needs - Assign community projects that meet real needs in the community as determined by the community.

(Howard, 1993)

Principles of good practice for service-learning pedagogy, cont.



Faculty

5. Provide educationally-sound learning strategies to harvest community learning and realize course learning objectives.
6. Prepare students for learning from the community.
 1. Howard (1993) identified four competencies to accentuate student learning from the community: reflective listening, seeking feedback, acuity in observation, and mindfulness in thinking.
 1. University of Minnesota (n. d.) listed learning tools: journals, reflective essays, and analysis papers; small group work and problem solving; class discussions; artistic projects; case studies, histories, and ethnographies.
7. Minimize distinction between students' community learning role and classroom learning role.
8. Rethink faculty instructional role. Humanist philosophical perspective: Facilitate, not teach.
9. Prepare for variation in - and some loss of control with - student learning outcomes.
10. Maximize community responsibility orientation of the course.

Reputation and value

Benefits

- Reputation – Build relationships for the University, community organizations, and students – relationships that will increase the University's brand name recognition and strengthen its reputation for years
- Feedback – Employers participating in internship programs provide direction and feedback about academic preparation of students which can be used to strengthen the curricula (Reding & O'Bryan, 2013).
- Networking – Can strengthen the University's relationships with the community, positioning the University as an active and valuable community member

Needs

- An internship must be properly managed and clearly communicated to ensure the satisfaction of employers and students. This requires prompt, professional, and courteous communications and responsiveness.

Student

Student

EXPERIENCE AND NETWORKING

Experience and networking

Benefits

- Experience – Provides opportunities to gain real-world experience, enrich resumes, and test-drive careers in various professions.
- Employment – Internships may lead to permanent, full-time hiring.
- Networking – provides professional networking opportunities vital to career growth.

Needs

- Students need a clear understanding of expectations from the University and from employers.
- They need a clear understanding of expectations that a well-structured internship experience can provide.

Employer

Employers

COMMUNITY RELATIONS, RECRUITING, NEW IDEAS



Recruiting and goodwill

Benefits

- Recruiting – Provides effective way to meet and test desirable prospective employees
- Workload – Creates cost effective way to secure flexible resources to complete projects
- Goodwill - Builds corporate image and goodwill with communities, universities, and organizational stakeholders
- **“All internship sponsors benefit greatly from the energy, optimism, and creativity bright students infuse into their organizations,”** (Reding & O’Bryan, 2013, p. 47).

Needs

- Employers need a clear understanding of expectations as well as assistance in designing and developing internship job descriptions that support the needs and expectations of all parties.

Business student internship best practices:

Plan, structure, communicate, support

- Before hiring interns: {
1. Define the purpose of the internship program.
 2. Compensate interns fairly.
- After hiring interns: {
3. Communicate with incoming interns.
 4. Invite incoming interns to an orientation event.
 5. Mentor the interns before, during, and after their internships.
 6. Implement a structured first-day protocol.
 7. Provide a variety of meaningful work experiences.
 8. Choose internship supervisors carefully.
 9. Offer networking opportunities.
 10. Implement a structured conclusion.

Source: Reding, K. F., & O'Bryan, D. (2013, October). 10 best practices for business student internships. *Strategic Finance*.

Employer benefits

Originating talent for the organization – Koch Industries

Cost-effective way to secure flexible resources to complete projects

Build corporate image and goodwill with communities, universities, and organizational stakeholders

Marketing value

Marketing value

From a marketing perspective:

An effective internship program adds to the university's product line and offers another category of for-credit learning experiences for students.

Such a program helps promote the University to area employers and builds the University's brand and reputation within the community.

Building a University employment brand

NACE article advised employers to build a corporate employment brand. Similarly, Universities may want to build a University employment brand – reputation for equipping students to graduate with classroom and real-world skills of value in their respective professions:

1. Provide professional development opportunities and career guidance for students
2. Move beyond the traditional classroom to educate students about careers and real-world practice
3. Prepare students to be successful in the recruiting, interviewing, and hiring process
4. Build recognition of the University's brand as a source for qualified graduates and prospective employees

Adapted from NACE Journal (1996, Spring). Best Practices Roundup: Branding, Diversity, Internship and Cooperative. Education Programs.



Marketing and PR value



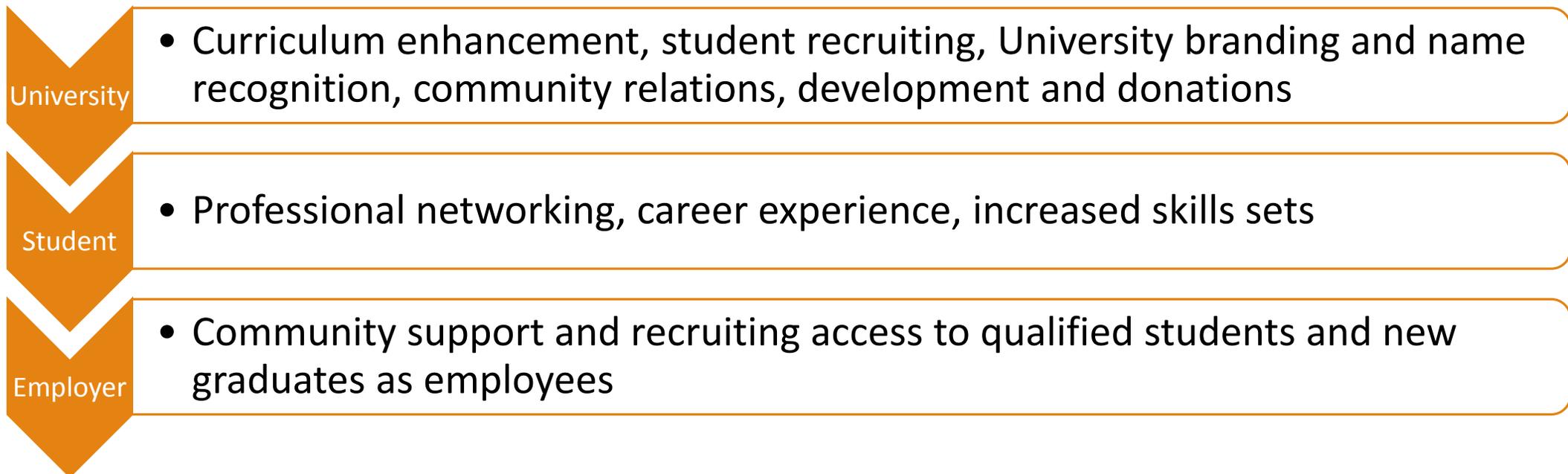
Marketing is the management function that manages the marketing mix: product, price, place, and promotion.

Public relations is the management function that develops and maintains mutually beneficial relationships with target markets.

Promotion is primarily a marketing tool defined as all of the communications that surrounds the product, service, or brand. Promotional tools include advertising, publicity, sales, special events, sales promotions, online/mobile, word of mouth, and much more.

Marketing and PR value

From a marketing and public relations perspective, an effective internship program provides value to the University, to students, and to communities of employers.



Proposed internship program

Internship

Search this site

RSU Pryor Internship Program

- Process
- Employers
- Students
- Program Administrator
- Department heads
- Academic advisers
- Deadlines
- Forms

RSU Pryor Internship Program



The RSU Pryor internship program is a joint program between RSU Pryor and Mid-America Industrial Park (MAIP) employers.

The program is designed to enrich the learning experience of RSU students of all majors by extending classroom learning with real-world work experiences. The experience should strengthen the student's skills, broaden experiences, and inform their career and employment choices. The internship experience provides student interns with first-hand experiences regarding skills levels, the work environment, and teamwork dynamics. The program strives to improve the quality of education that RSU students receive by providing pragmatic learning experiences in real-world situations.

Messages

Deadlines Students must apply for internships by the following deadlines in order to receive college credit. All internships in this program are for 150 hours. January 1 for spring internships. May ...

Posted Apr 2, 2014, 7:41 AM by Dana Moore Gray

Why apply Students who participate in the internship program have a unique opportunity to enhance academic learning with pragmatic, real-world work experiences. The experience can enrich a student's preparation for ...

Posted Mar 26, 2014, 9:13 AM by Dana Moore Gray

Employers An integral part of a successful internship program is employers who provide real-world learning

<https://sites.google.com/site/rsuinternship/home>

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