Towards a Pedagogy of Internships

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This paper responds to the relatively scant literature on effective learning practices in one area of applied learning: internships. This dearth of literature is striking given the growing body of research and knowledge in such applied learning contexts as undergraduate research, study away experiences, community-based research, and service-learning. The authors describe an emerging pedagogy of academic internships that frames essential components of effective learning practices for this form of experiential education. The article explores two broad pedagogical questions: What can be learned in an academic internship? And, what principles and theories foster that learning? Domains and dimensions of learning are broadly considered and the theories and principles that comprise what the authors refer to as "pedagogical cornerstones" of effective learning in academic internships are explored. Select, hallmark formats of effective learning practices are described.

Internships are a growing presence on the higher education landscape. In the liberal arts and sciences, internships have grown partially in response to pressure for career-ready graduates and partially in response to research on effective practices for deep learning (Kuh, 2008). Internships have long been a feature of professional programs at the graduate and undergraduate levels and often serve as capstone experi-

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ences in those programs as well. These internships are often required for the degree and tend to be facilitated either through the academic program itself, a central office in the department housing the program, a centralized academic internship center on campus, or in some cases career services offices. Many colleges and universities offer internships that are not connected to a course of study, the primary purposes of which are personal enhancement or career exploration; these internships are typically accessed through career services. And while these are worthy goals for any internship, our focus in this article is on the first two uses of internships, which share a focus on learning that is directly related to academic disciplines. We refer to such experiences as academic internships, which include what some programs call professional internships.

As is the case with any approach to learning, internships can be implemented more or less effectively. Much has been written about effective pedagogy in other forms of applied learning, including service-learning (see for example Howard, 2001; Compact, 2003), study away (see for example Bolen, 2007; Forum, 2011), community-based research (see for example Strand, 2000; Strand, Cutforth, Stoecker, Marullo, & Donohue, 2003) and undergraduate research (see for example Brownell & Swaner, 2010). The literature on effective practice for internships, however, appears to be sparse. In this article we attempt to frame the essential components of such practice—a pedagogy of internships.

Most descriptions of pedagogy emphasize teaching and are a combination of principles and practices. Michael Smith (2012) offers a more robust and inclusive conceptualization of pedagogy, flowing from his belief that "to educate is, in short, to set out to create and sustain informed, hopeful and respectful environments where learning can flourish" (2012, p. 1). A focus on teaching alone, according to Smith, fails to connect the learner, the teacher, and that which is learned. He emphasizes the role of the pedagogue in drawing out the learning, an

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essential component of early conceptualizations of pedagogy that often does not appear in more recent ones. Informed by that conception of pedagogy, we organize this article around two main questions: What can be learned in an internship? And, what principles and theories help us understand how to draw out that learning? To stay within the scope of this article, only a few examples of effective practices are offered; readers can then assess prospective practices and create new ones tailored to the needs of their learners, settings, and subject matter.

WHAT CAN BE GAINED FROM AN INTERNSHIP?

An academic internship can be a powerful vehicle for a variety of student outcomes; to borrow from Berkowitz (1987, p. ix), it can be a means for ordinary students to do extraordinary things. We divide our discussion of these possibilities into two sections: 1) dimensions and domains of learning and development and 2) approaches to learning that can be nurtured in an internship so that students emerge as more engaged, integrated, and self-authored learners (Baxter Magolda, 2001).

DIMENSIONS AND DOMAINS OF LEARNING AND DEVELOPMENT

Internships can be vehicles for both learning and development in several aspects of students' lives. Learning implies an additive change; for example, students understand a topic or concept better or acquire new abilities. Development connotes a qualitative shift in the way students look at the world (including themselves) and make sense of their experiences; some scholars have compared it to acquiring new lenses (Kegan, 1982; Swaner, 2012). For example, students begin to consider the social impact of their individual decisions. Once new lenses are acquired, they are difficult to remove.

DIMENSIONS OF LEARNING AND DEVELOPMENT

As a way of fostering generative thinking about possibilities for learning and development, we suggest considering four dimensions: professional, academic, personal, and civic. In each dimension, learning and development can incorporate the domains of knowledge, skills, and attitudes/values (Sweitzer & King, 2014).

The professional dimension. Some students seek academic internships primarily for career exploration. They may be studying in the liberal arts disciplines and want to see how the skills learned in those disciplines can be put into practice in a professional context. For others, the internship is a capstone in their majors, completing a highly structured and sequenced set of courses and field experiences; this use of internships is especially common in professional programs. Such internships are a chance to pull together and apply much of what was learned in course work and see how it relates to other disciplines they

encounter in the field. For all students, an academic internship is an opportunity to take the next step in career readiness: to acquire more of the knowledge, skills, attitudes, and values of a profession or an academic discipline and to explore how well those fit with their personal interests and strengths. The internship also offers the opportunity to understand the world of work in a more complete way and become socialized into the norms and values of a profession (Royse, Dhooper, & Rompf, 2011).

The academic dimension. Academic internships emphasize the applied learning of a particular academic discipline, thereby deepening understanding of key disciplinary concepts. Students can emerge better able to think like a sociologist, a chemist, or a historian, for example. There are also important essential abilities across disciplines that can be strengthened in an academic internship, including the ability to look critically at information, think creatively, perceive issues from multiple viewpoints, develop analytical abilities, and communicate clearly both verbally and in writing. Many of these abilities are traditional outcomes of what is referred to as a liberal education (Crutcher, Corrigan, O'Brien, & Schneider 2007); they also are critical to the work of many professions (Lemann, 2004). These abilities sometimes may be referred to as "soft skills," although that term is more commonly used to reference the interpersonal skills that would be found in the dimension that follows (Bedwell, Fiore, & Salas, 2014).

The personal dimension. The academic internship is an opportunity for intellectual and emotional development important to an intern's life, regardless of occupation. For one thing, such an internship offers an opportunity to develop qualities such as flexibility, sensitivity, and openness to diversity. The internship can also be a powerful catalyst for developing a sense of potential, testing creative capacities, and exercising judgment. For another, students can learn a tremendous amount about themselves during an academic internship. The opportunity to advance self-understanding and self-awareness is a crucial one and can include clarifying values and understanding reaction patterns, cultural profiles, ways of thinking, and styles of communicating (Baird, 2011; Kiser, 2012; Sweitzer & King, 2014).

The civic dimension. The need for college students to acquire knowledge, skills, attitudes, and values that will allow them to function as productive citizens in a democratic society has drawn a good deal of attention on college campuses across the country (Colby, Erlich, Beaumont, & Stephens, 2003; Dorado, Giles, & Welch, 2009; Howard, 2001; Taskforce, 2012). Academic internships can be opportunities to prepare students for those roles. Even the professions that exist only to serve society and are largely funded by the public must grapple with the nature of their social contracts or missions. Given that every profession has an implicit contract with society to fulfill certain moral and ethical obligations, the work of each professional is by definition connected to a larger social purpose. Journalism should be about more than entertainment, for example, and a free press should be an anchor of a healthy democracy. Even the intensely private domain of business can be seen as a public good as well as a private benefit (Colby, Erlich, Sullivan, & Dolle, 2011, Waddock & Post, 2000). For example, state governments charter public corporations, and these charters include requirements to act for the public good or else the charters can be revoked. The internship, then, is a chance to learn about the public relevance and social obligations of a profession and about how those obligations are (or are not) carried out at the internship site.

DOMAINS OF LEARNING AND DEVELOPMENT

Each of the dimensions discussed above has the potential to incorporate the domains of knowledge, skills, and attitudes/values. The knowledge domain focuses on understanding factual information, terminology, principles, concepts, and theories, while the domain of skills focuses on what the intern will learn to *do*. Skills can be physical (the dexterity required to operate a digital camera) or intellectual (to apply a clinical interviewing technique). The domain of attitudes and values focuses on habits, beliefs, and motivations an intern may wish to develop or improve, such as being more patient or being less defensive about criticism. Each of these domains can be furthered teased apart, creating a useful exercise for generating possibilities of learning and development during an internship. One of the first scholars to attempt such an undertaking was Benjamin Bloom who, with his colleagues, posited the cognitive, affective and psychomotor learning domains (Bloom, 1956). Taxonomies have been developed in each of these domains. Bloom focused particular attention on the cognitive domain (which we refer to as knowledge) and proposed a set of six levels or steps, each of which signified a deeper understanding. Lorin Anderson and David Krathwohl, revisited the cognitive domain, resulting in revised levels of learning: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Raths, & Wittrock, 2001; Krathwohl, 2002). Both taxonomies describe a progression from the simple to the complex. Krathwohl and his colleagues created a taxonomy in the affective domain, describing levels or awareness of and response to an idea and subsequent levels of valuing (Krathwohl, Bloom & Maisa, 1973). Completing the domains, Simpson (1972) created a taxonomy in the psychomotor domain.

It is important to reiterate that neither dimensions nor domains are intended as rigid, mutually exclusive silos of learning. Shulman (2002) reminds us that such systems are heuristics. Deciding whether a particular outcome is an example of professional, academic, personal, or civic development is less important than learning to consider all of these dimensions when thinking about the possibilities for an internship. Similarly, while knowledge, skills, values, and attitudes can be discussed separately for purposes of analysis and emphasis, in practice they unfold together in the process of learning and professional practice.

APPROACHES TO LEARNING

AN ENGAGED APPROACH TO LEARNING

Student engagement and engaged learning are long-standing topics of discussions in higher education (Edgerton, 1997; Hodge, Baxter Magolda & Haynes, 2012). These discussions focus on engagement as a process, or, to quote Lee Shulman, as a proxy for learning (2002, p.6). However, Shulman also argues that engagement can be an end in itself, a demonstrable outcome of learning in addition to indirect evidence inferred from a process. The concept is discussed in both senses in this article; in this section, engagement is considered as an outcome.

Regardless of whether the focus is on professional, academic, personal, or civic learning and development, students can emerge from an academic internship as more engaged learners who take responsibility for their learning, ask intelligent and probing questions, think critically and creatively, appreciate complexity, hold multiple perspectives, remain proactive in the face of challenges, and solve problems effectively (Sweitzer & King, 2014). These attributes are also hallmarks of a liberal education. Bowen (2005) has argued that engagement is foundational to liberal learning, paving the way for the competencies noted above. He believes that engagement supports growth in understanding, values, and commitment typical of mature cognitive development. Swaner (2012) argues that Developmental Engagement nourishes intellectual complexity, which is evidenced in fundamental shifts in perceptions of self and others. These changes have profound implications for how students make meaning of their learning and experiences, and how they interact with others and society. Various indicators of engagement are considered outcomes because they can become habits, not simply of mind, but of heart (Edgerton, 1997; Shulman, 2002), and students need the dispositions as well as the skills for engagement and deep learning. For these habits to develop, and for engagement to occur, a mindful way of thinking—an active awareness—is necessary. Even visual attention appears to be needed for visual awareness of the context and mechanics of one's work (Konnikova, 2013). Developing conscious attentiveness, then, also can be an outcome of an internship.

AN INTEGRATED APPROACH TO LEARNING

Integrative learning is an important liberal learning outcome (Crutcher, et al, 2007). For students to thrive in their careers and their communities, they cannot view events exclusively from disciplinary or professional perspectives. The academic internship offers students the opportunity to learn in integrated ways, as when key concepts from the major are brought together in a field-based, capstone experience (Kinzie, 2013). When interns from different liberal arts and professional disciplines meet in seminars on campus, online, or on-site,

there is an opportunity for integration of perceptions and approaches in service to the problems and challenges they are working on in the field. The academic internship also facilitates the integration of the cognitive and affective aspects of learning (Sweitzer & King, 2014), which some have argued are inextricably intertwined in any learning (NSEE, 1998a). As noted earlier, professional practice is an integration of habits of the heart and mind, and even of hand (Shulman, 2002). The academic internship also is an opportunity to more fully *appreciate* the relationship between theory and practice. As William Sullivan (2005) explains in his discussion of *Practical Reasoning*, professionals must move with fluidity between their understanding of theory and the real, human situations that they face in their work (which do not always quite conform to the predictions of theories). Sullivan and Rosin (2008) have argued that even liberal arts disciplines require an integration of thought and action, referring to a life of the mind for practice.

A SELF -AUTHORED APPROACH TO LEARNING

Calls for students to take more responsibility for their learning are heard from individual faculty members who wish students assumed more responsibility for their learning; these calls also are heard in department meetings and at conferences. In taxonomies of liberal learning, there are calls for the cultivation of the disposition to be proactive in the learning process, to seize opportunities for learning, and to see learning as a life-long enterprise (Crutcher, et al., 2007). Some authors have referred to this approach to learning as self-authorship: the ability to define one's beliefs, identity, and social relations (Baxter Magolda, 2001; Hodge, Baxter Magolda, & Haynes, 2009).

There is certainly a developmental aspect to the journey towards self-authorship. Perry (1970), Belenky, Clinchy, Goldberger, and Tarule (1986) and Kegan (1982) all describe a progression, often seen in the traditional age college years, of students moving from viewing the sources of wisdom and control of their learning as outside themselves to recognizing their internal source of wisdom, their ability to mediate competing claims to knowledge and wisdom, and to guide their own learning processes. Not all traditional age interns begin their academic internships with this developmental capacity. For some, the capacity may have been acquired long ago but lie dormant in operational terms. Regardless of an intern's developmental position, the internship can be a context for promoting a self-authored approach to learning.

This approach helps interns learn to evaluate critically, form their own judgments, and collaborate with others toward mature actions. It guides interns to learn how to analyze knowledge, generate their own ideas, express disagreement and argue their perspectives, as well as to stand up for their beliefs without needing approval from their site or campus supervisors. A self-authored approach to learning provides a context for interns to learn to accept responsibility for their own decisions and actions in ways consistent with their emerging

identities, negotiate with others, and engage in genuine, interdependent relationships at their field sites. It also supports students in finding their inner voices and lets them learn to manage complex challenges in the four dimensions of learning.

PEDAGOGICAL CORNERSTONES

We now turn our attention to the principles and theories that draw out or otherwise facilitate achievement of the gains/outcomes described in the previous section. The pedagogical principles that inform this discussion are derived from several streams of thought, drawing on the wisdom of practice as well as theory, philosophy, and research. These streams are often intermeshed in actual use and the principles and practices drawn from them create a synergistic learning context.

EXPERIENTIAL EDUCATION

The role of experience in formal education has been a topic of discussion dating back to the guild and apprenticeship systems, to John Dewey in the early 20th century, and continuing to the present day (see for example Eyler, 2009; Giles, 1990; Moore, 2013; Qualters, 2010). A consistent thread in these discussions has been the belief that experience is a necessary, but not sufficient condition for learning. Dewey strongly believed that the educational environment needed to stimulate students' development through genuine, resolvable problems or conflicts, which must be confronted with active thinking. He was convinced that even though all real education comes through experience, not all experience is necessarily educative. Experiences are judged educative if the person grows intellectually and morally; the larger community benefits from the learning over time; and the experience creates conditions leading to further growth (Dewey, 1933, 1938). Learning by discovery is how Duley (2014) describes experiential education, and he advocates the shift from traditional instruction to one in which probing and exploration are integral to the learning process. The National Society for Experiential Education describes experiential education as "learning activities that involve the learner in the process of active engagement with and critical reflection about phenomena being studied" (NSEE 2006, nsee.org). The logic of experiential education is holistic and integrative; its foundations are based on the process of making meaning out of experience and on students' curiosities and questions (NSEE, 1998a).

Another common thread in experiential education is the idea that for experience to lead to learning, it must be processed and organized in some way. And while this processing must be done by the students, educators can and should be intentional in structuring the educational experience to maximize learning (Swaner, 2012). The responsibility of experiential educators is to create contexts in which experiences stimulate curiosity and strengthen initiative, desire, and purpose;

educators also need to be acquainted with the students, understand which experiences facilitate such learning, and anticipate and respond as experiences unfold (Dewey, 1938, cited in NSEE, 1998a, p.19).

Several authors have written about the process of learning from experience in ways that suggest and inspire educational strategies. Eyler (2009) describes experiential learning as a process whereby the learner interacts with the world and integrates new learning into old constructs (p.24). The Experiential Learning Cycle of David Kolb (Kolb & Fry, 1975) is a frequently cited example. Kolb set forth a cycle of four phases that people go through in learning experientially: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE)**.** Recent research in cognitive science has indicated that such a sequence does unfold neurologically as learning occurs (Zull, 2002). However, Duley (2014) observes that Kolb's model (1984) uses the language of the objective, cognitive domain of learning, in keeping with the academic context, and excludes the subjective, affective domain that Duley believes is such an important component of any learning experience. Shulman (2002) posits a taxonomy using terms that connote emotion as well as intellect: Engagement, Understanding, Action, Reflection, Judgment, and Commitment. Even so, Shulman (2002) wondered whether the affective dimension was sufficiently attended to in his own model. As noted earlier, the affective and cognitive domains are often deeply interconnected in the process of learning, and the realm of affect can influence the acquisition of cognitive understanding (Kirk, 2014).

Experiential educators must be able to create a period of optimal challenge while intentionally creating opportunities for learning to be established. This challenge or dissonance, however, must be balanced with support if the student is to learn (Sanford, 1966, cited in Swaner, 2012). Borrowing from cognitive developmental theorists (see Kegan, 1982), this balance means creating opportunities that stretch (discomfort) but don't "break" (risk) the students as the equilibrium of new skills or insights takes hold.

CRITICAL REFLECTION

Reflection is often discussed in the literature on applied learning, especially for internships and service-learning (Compact, 2003; Eyler & Giles, 1999; Eyler, Giles, & Schmiede, 1996; Seifer, 2007) and is an essential component of the two learning cycles described previously. However, it has both a history and a stream of theorizing all its own. Derived from the Latin *reflectere*, meaning bending back, reflection is a crucial factor in the discovery and internalization of knowledge. Despite the translation, reflection is not to be saved for the end of an experience, but to be integrated from the beginning (NSEE, 1998a, 1998b; Eyler & Giles, 1999).

Critical reflection, in particular, has been posited to be most effective in experiential and applied learning (Ash & Clayton, 2009). Critical reflection is much more than simply thinking back on an

experience; it means carefully considering and challenging the way one understands the experience and the conclusions drawn. It is a process of metacognition intended "to improve the quality of thoughts and actions and the relationship between them" (Ash & Clayton, 2009 p. 27). Opportunities for this type of reflection and feedback are the most important factors in bringing learning outcomes to fruition (Eyler, 2002). In order for those opportunities to have an impact, the reflection must be intensive, challenging, continuous, and context-appropriate (Eyler, 2009 p. 30). Engaging in this way allows the learner "to look carefully at her experience, to question her own assumptions, to place the experience in relation to larger institutional and societal processes and discourses, to hear others' voices, to grapple with the question of why things happen the way they do…to engage, in other words, in *serious* critical thinking." (Moore, 2013, pp. 201-202)

The process of critical reflection highlights the dynamic, dialectical relationship between theory and practice (Eyler, 2002; Giles, 1990; Sullivan, 2005) and between reflection and action (Schon, 1983; Swaner, 2012). It "unifies experience and knowledge, mind and body, individual and community" (NSEE, 1998a, p.18). Sarah Ash and Patti Clayton (2009) describe well the power of critical reflection: "It *generates* learning (articulating questions, confronting bias, inviting causality, contrasting theory with practice, pointing to systemic issues), *deepens* learning (challenging simplistic conclusions, inviting alternative perspectives, asking 'why' iteratively), and *documents* learning (producing tangible expressions of new understandings for evaluation)." (p. 27)

Learners need a variety of structured and unstructured activities that support reflection to ensure that intended and more serendipitous learning goals are addressed. Learning journals, daily logs, simulations, small-group discussions, and focused conversations are all common tools for reflection (Eyler, Giles, & Schmiede, 1996; Moore, 2013; NSEE, 1998a, 1998b; Stanton, 1995; Sweitzer & King, 1995).

Reflection in general and critical reflection in particular take on added and crucial importance in an academic internship: they are key to the intern's success, growth, learning, and development (Sweitzer & King, 2014). Critical reflection is a habit that can be learned, but is unlikely to occur spontaneously; it falls to educators to create conditions to facilitate it (Ash & Clayton, 2009). Eyler, Giles, & Schmiede (1996), Ash & Clayton (2004), Hatcher, Bringle, & Muthiah (2004), and the National Society for Experiential Education (1998b, 2009) offer guiding principles of practice or guidelines for selecting and assessing potential reflective techniques. In keeping with these principles and guidelines, interns and instructors need to work together to make reflection a habit; and instructors need to structure and connect reflection to learning goals, so that interns are challenged to reflect more deeply and critically through a widening range of lenses.

A common tool in experiential learning that embodies the principle of reflection is the Learning Journal (Bringle & Hatcher.1999; Eyler, Giles, & Schmiede, 1996; Moon, 1999; Stanton, 1994, 1995; Stevens & Cooper, 2009; Sweitzer & King, 1995; 2014). In a Learning Journal, interns recount and consider their experiences as the internship progresses. Such an academic assignment requires patience, practice, and discipline, helping to acquire the habit of critical reflection, and ensures that reflection is challenging, continuous, and context appropriate. The literature identifies a number of productive and intentional formats including the Reflection Map (Eyler, 2009), DEAL (Ash & Clayton, 2004), and Key Phrase, Double Entry, Critical Learning, and Critical Incident journals (Stanton, 1995; Sweitzer & King, 2014).

ENGAGEMENT

An engaged approach to learning has already been noted as an important potential outcome for an internship; it is also a crucial process. Engagement is "both the means to an end and an end in itself" (Bowen, 2005, p. 7). The connection is logical; as Marshall McLuhan wrote, the medium is the message (McLuhan & Lapham, 1994). One way, then, to ensure that students are engaged learners is to use engaged learning techniques. The call for pedagogies of engagement is described in Russ Edgerton's seminal *Education White Paper* (Edgerton, 1997) as a pathway to real understanding and the development of civic sensibilities. David Thornton Moore (1999) reminds us that it is not enough for students to be exposed to knowledge or to have it present in their environment; rather they must engage that knowledge in some way. Hodge, Baxter Magolda, and Haynes (2009) refer to engaged learning as an approach that encourages students to seek and discover new knowledge by exploring authentic questions and problems. Authentic questions and problems can abound in an internship setting, and students need only be invited and guided to explore them.

Swaner (2012) has posited four forms of engagement, all of which can be easily incorporated into an academic internship. Holistic Engagement refers to inviting and encouraging students to focus on both thinking and feeling, addressing the lack of an affective dimension discussed earlier. To acquire habits of heart and mind, opportunities for practice must be part of the learning process. Encouraging interns in learning journals, campus seminars, and papers to critically reflect on what they saw and did, what thoughts the experience engendered, and what reactions it evoked are useful approaches to this sort of engagement. Another form is Integrative Engagement, which refers to actively working to bring disparate elements of an experience together. As already noted, the integration of reflection and action is critical to learning from experience. Reflecting on an experience through multiple lenses is also important, but if those perspectives are not deliberately integrated, then they remain simply juxtaposed in students' minds.

Swaner (2012) and others (Bowen, 2005; Moore, 2013) stress the importance of Contextual Engagement, referring to widening

the context through which an experience is viewed. Bowen (2005) emphasizes the need for students to reflect on the social, cultural, and civic dimensions of their work and observes that an ethical dimension is added to the learning when the context is social or civic.

The fourth form, Developmental Engagement, and the transformation it engenders in students' perspectives, has been discussed as an outcome previously. Such transformations emanate from challenges in the environment that move students toward more complex ways of being.

These forms of engagement can and should interact with one another. Educational settings that activate these dimensions not only facilitate gains in knowledge, real-world application of learning, and intellectual complexity but also facilitate the transformational experiences we associate with engaged learning (Swaner, 2012). Depending on a variety of factors for the academic interns, some of these lenses will be much more easily acquired and exercised than others.

HIGH-IMPACT PRACTICE

George Kuh and his colleagues have made an extensive study of student engagement and the practices that promote it, and internships of all kinds are one of them (Kuh, 2008). These High-Impact Practices *must* have six key characteristics to be effective (Kuh, 2008; O'Neill, 2010). Two of these characteristics, opportunities to apply learning and opportunities for reflection, already have been discussed. Internships must also be effortful, with purposeful tasks requiring daily decisions. Campus coordinators/instructors need to emphasize to all parties that interns should be doing meaningful work and that mundane tasks, while important and shared to some extent by the staff, should be kept to a minimum. The instructors and interns should monitor this boundary to ensure that the interns are continually challenged, especially as the internship progresses and skills and knowledge are developed.

The fourth characteristic of effective high-impact practice is quality feedback. Interns need frequent, useful feedback from multiple sources, including campus and field supervisors and possibly co-workers and peers. The campus instructor needs to model and encourage the principles of effective feedback: that it is specific and concrete, as opposed to vague and general; that it refers to very specific aspects of the situation being discussed; and that it is descriptive rather than interpretive (Johnson & Johnson, 2012).

Substantive relationships are another feature of high impact practices. Perhaps more than any other form of experiential learning or high-impact practice, the internship experience unfolds in the context of multiple relationships—with faculty members, peers on campus, co-workers on-site, the supervisors in the field and on campus, and in some cases the clientele of the field site. The quality of these relationships can vary greatly from the exhilaration of mentorship to the discomfort

of strained relationships. Students need to be guided and supported in building substantive relationships with all these parties as is possible and strengthening those less than effective.

Finally, Kuh (2008) and O'Neill (2010) emphasize engaging across differences. Because students are entering a world that is at least somewhat unfamiliar to them, and meeting people from a wide range of backgrounds, interns may need help in learning to see and honor multiple views of the world and of the internship site, thus engaging differences rather than simply encountering them.

High-Impact Practices, when implemented effectively, foster student engagement in learning in all the forms noted by Swaner (2012). They foster complexity in student's thinking, feeling, relating, and acting; and create connections between students' learning experiences and social contexts and communities (integrative and contextual). However, the characteristics of effective high-impact practices must be continually monitored and promoted. Challenging work can eventually become routine if goals are not re-examined and re-set; the relationships also require careful monitoring and attention (Moore, 2013)

COLLABORATIVE PARTNERSHIPS

Effective, collaborative relationships with partner sites are essential for successful internships (Inkster & Ross, 1995, 1998; King, 1989, 2013; Woodside, 1989). Structurally, such partnerships can yield internships over many semesters. Pedagogically, partner organizations and their staff are part of a learning triangle. The intern, the field site, and the campus contact (placement coordinator and/or supervising instructor) must each take an active and shared role throughout the internship.

The literature on service-learning, an approach that shares pedagogical features with internships, frequently addresses the need for and characteristics of collaborative partnerships (Community-Campus Partnerships for Health, 2006; Dorado, Giles, & Welch, 2009). Eyler and Giles (1999) found that authentic community partnerships promote better learning. Sandy & Holland (2006) found that it was the relationships that were most important to community partners, followed by communication, personal connections, co-planning, training and orientation, accountability, and leadership.

Reciprocity is key to relationships with community partners (Cruz & Giles, 2000); when it comes to service-learning, the student's work should meet a community-identified need (Howard, 2001; Sigmon, 1979). With internships, it is not necessarily the community's needs but those of the field sites that determine the work. In exchange, the internship site must recognize that students are there primarily for learning and development in all the dimensions discussed earlier, not for employment, although the student may be paid for the internship; this is a distinctive feature of an academic internship. Consequently, the responsibilities of all three partners must be well defined; if not,

collaboration is less likely to happen, and the internship is less likely to be successful (Woodside, 1989).

One of the partners, the site supervisor, has primary responsibility for the welfare and growth of the intern. This role calls for a professional who is academically and experientially qualified to supervise, invested in student learning and development, and able to serve as a role model (King, 1989). The role of the internship supervisor differs significantly from that of an employee supervisor and more closely approximates that of a pedagogue (Smith, 2012). The pedagogue's central concern is with the well-being of his charges. The work frequently addresses questions of identity and integrity, and the pedagogue is called upon to be wise, authentic, sincere, accurate, and truthful. Importantly, the pedagogue has the ability to "accompany" learners, i.e., being there for them and ready to respond and exercise judgment. Not all supervisors can supervise interns effectively, even if they do supervise employees. Inkster & Ross (1998) identified ways for site partners to assess the feasibility of supervising interns and then described steps to create an effective relationship with the intern. Supervisors need adequate orientation to determine an appropriate workload for the intern (quantity, quality, and level of responsibilities), conduct evaluations consistent with the requirements of the campus program, and develop a supervision plan and quality Learning Contract (King, 1989; Sweitzer & King, 2014).

The Learning Contract embodies the principle of collaboration. Negotiated before, or optimally a week or two into the internship and signed by all three partners, it describes the learning goals (across dimensions and domains of learning); the expected learning activities and outcomes; the supervision plan, including criteria and techniques for evaluations; and risk factors with specific safe guards (Stanton & Ali, 1994; Sweitzer & King, 2014). Because possibilities often expand as the internship progresses, the Learning Contract should be continually monitored to ensure that students are engaged in meaningful, worthwhile work (NSEE 1998; Sweitzer & King, 2014).

PHENOMENOLOGICAL STAGES OF AN INTERNSHIP

Stage theories have been used across disciplines to describe an intern's experience (Chisholm, L., 2000; Cochrane & Hanley, 1999; Grant & McCarthy, 1990; Inkster & Ross, 1998; Kiser, 2012; Skovholt & Ronnestad, 1995). One such theory describes the intern's phenomenological experience: Developmental Stages of an Internship (Sweitzer & King, 1994, 2013).

Sweitzer and King (1994, 2013) identify two progressions that the interns experience. One is a cognitive progression towards the various gains/outcomes discussed previously in this paper. The other is an affective progression, an unfolding undercurrent of feelings and reactions to the internship itself, a phenomenon referred to as the "lived experience" (Reid, Flowers & Larkin, 2005). As noted in the discussion earlier of experiential education, the affective domain is present in any learning experience and needs to be accounted for in theory and attended to in practice. However, it seems to take on added significance in an academic internship, particularly in settings where the work is interpersonally or intra-personally challenging or demanding. This progression is referred to as one of concerns, the term connoting both interest (as in making career contacts) and worry (as in being accepted by co-workers). These concerns can facilitate or impede progress towards goals.

The revised Developmental Stages of an Internship theory (DSI-2) (Sweitzer & King, 2013) posits a progression of concerns in four stages: Anticipation, Exploration, Competence, and Culmination. The theory also posits specific tasks that need to be undertaken to move through the concerns and maximize learning, while attending to both the affective and cognitive experiences. Figure one shows each stage and the associated concerns and challenges. Meeting the challenges of each stage effectively increases confidence (for example in problem-solving and critical thinking skills) and commitment to goals.

In each stage, interns respond to tasks on a continuum from engaged to disengaged (Sweitzer & King, 2014). Engagement, in this instance, means being proactive, taking responsibility to address tasks, initiating strategies, etc.; disengagement is marked by being passive and reactive, waiting things out, and resigning one's self to the situation (Swaner, 2012; Sweitzer & King, 2014). Figure two shows the details of such responses in one of the stages—the Competence Stage. These responses can be specific to the tasks or can be a matter of disposition or acquired habit (Sweitzer & King, 2013). Regardless, they are not static or fixed traits; they can be learned, strengthened, and chosen.

In each stage, it is also possible to experience disillusionment**,** a deep, pervasive shift in the interns' feelings, changing the emotional overlay of and challenging the commitment to the internship. Feelings of anger, blame, and frustration can develop and be directed at supervisors, peers, or the intern herself. The crisis can occur at any time and impede learning or lead to termination of the internship. It can also be a significant opportunity for self-authorship, re-engagement, and deepened commitment, provided interns avoid the dangers and seize the opportunities through support and problem-solving skills (Sweitzer & King, 2014).

Understanding this progression of concerns can enhance levels of self-awareness and self-understanding through critical reflection and allow events or conditions to be viewed as normal and considered without undue alarm, blame, or personalization. Such understanding can foster a proactive stance to possible events (Sweitzer & King, 1994; 2013) and offer a template to structure reflection, group discussion, and other formats that facilitate learning.

Figure 1. The DSI-2: Developmental stages of an internship

Stage	Associated Concerns	Critical Tasks
Anticipation	Getting off to a good start Positive expectations Acceptance Anxieties *Capability* *Relationship with supervisor* *Relationship with co-workers* *Relationships with clientele* Life context	Examining and critiquing assumptions Acknowledging concerns Clarifying role and purpose Developing key relationships Making an informed commitment
Exploration	Building on progress Heightened learning curve Finding new opportunities Adjusting expectations Adequacy of skills and knowledge Real or anticipated problems	Increasing capability Approaching assessment and evaluation of progress Building supervisory relationships Encountering challenges
Competence	High accomplishment Seeking quality	Raising the bar: Accomplishment and Quality
	Emerging view of self Feeling empowered Exploring professionalism Doing it all Ethical issues Worthwhile tasks	Having feelings of achievement and success Maintaining balances Professionalism
Culmination	Saying goodbye Transfer of responsibilities Completion of tasks Multiple endings Closing rituals Next steps	Endings and closure Redefining relationships Planning for the future

Figure 1. The competence stage.

Associated Concerns	Critical Tasks	Response to Tasks	
		Engaged Response	**Disengaged Response**
High Accomplishment **Seeking**	Raising the Bar: Accomplishment and Quality	Embraces tasks and challenges	Is content to continue with current level of challenge and activity; bored but not willing to change
		Sets high aspirations	Is satisfied with status quo
Quality **Emerging View of Self** **Feeling Empowered** **Exploring Professionalism** **Doing it All** **Ethical issues** **Worthwhile tasks**		Sets personal standards of excellence	Sets standards of "good enough"
	Having Feelings of Achievement and Success	Engages self and others in achieving the feeling of success.	Accepts whatever sense of fulfillment is present. Relies on others to supply it. "Guts it out" if not feeling success.
	Maintaining Balances	Keeps personal & internship demands in-check	Is unable to manage conflicting demands effectively
	Professionalism	Seeks to understand and adhere to professional and ethical guidelines	Ignores or accepts transgressions
		Seeks to identify as an emerging member of the profession/field	Is content to identify as a student

CONCLUSION

Students can benefit from an internship experience in varied and powerful ways, achieving gains in knowledge, skills, attitudes, and values. The service-learning movement has demonstrated that almost any disciplinary lenses can be applied to field-based learning, including the liberal arts and science disciplines, and the same is true of internships. Time-tested in the professional disciplines, the internship is also an opportunity to foster key liberal learning outcomes, such as analysis, problem-solving, teamwork, and social responsibility, and integrate them with professional and civic learning.

Making internships all they can be, however, requires intentionality, commitment, and attention to both theory and practice. Theories, principles, and perspectives from a wide range of academic disciplines and pedagogical philosophies can be brought to bear on the academic internship. From these and other sources come effective learning practices that attend to and integrate the affective and cognitive domains and foster deep, engaged learning.

A pedagogy of internship calls upon the academy, first and foremost, to recognize the internship as a legitimate, collaborative, academic learning experience requiring both structural support and the accountability of faculty, students, and partners. It demands of those involved in the learning triangle a conscious attentiveness to the process and goals of learning and the journey taken to reach those goals. Considerable weight falls upon the shoulders of the campus faculty and staff to ensure that systems are in place that foster deep learning, from selecting the site and supervisors to designing the Learning Contract, to embedding the experience in reflective ways of learning, to involving the student-intern actively throughout the process. Knowing how to use the domains of learning so that student-interns have the tools they need to empower themselves in each of the dimensions of learning and development is essential; understanding the power of engaged learning and critical reflection in the learning process is crucial; and, understanding the requisite role of the faculty/staff working with student-interns and the powerful role of supervision is absolutely necessary.

Through a challenging and supportive academic internship, interns can leave the experience with an awareness of their engaged, integrated, and self-authored approaches to learning and continue to develop their inner voices, intellectual and interpersonal skills, and their perspectives. In other words, they can leave transformed by a deep learning experience that affects not only how they approach future learning but also how they understand themselves as learners, future professionals, and citizens.

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