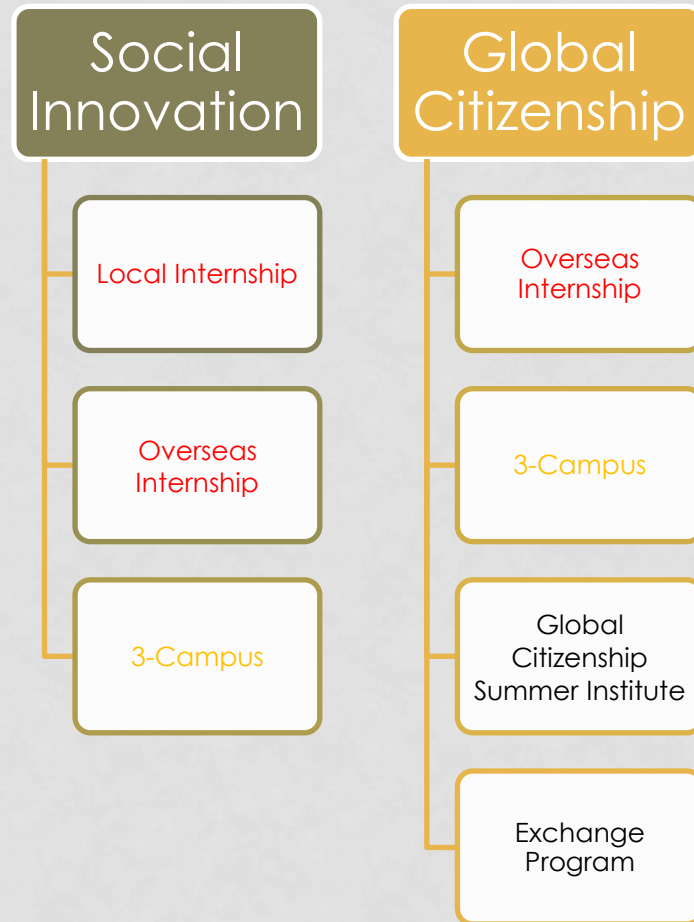


# ASSESSMENT FOR INTERNSHIP AT FACULTY OF SOCIAL SCIENCES

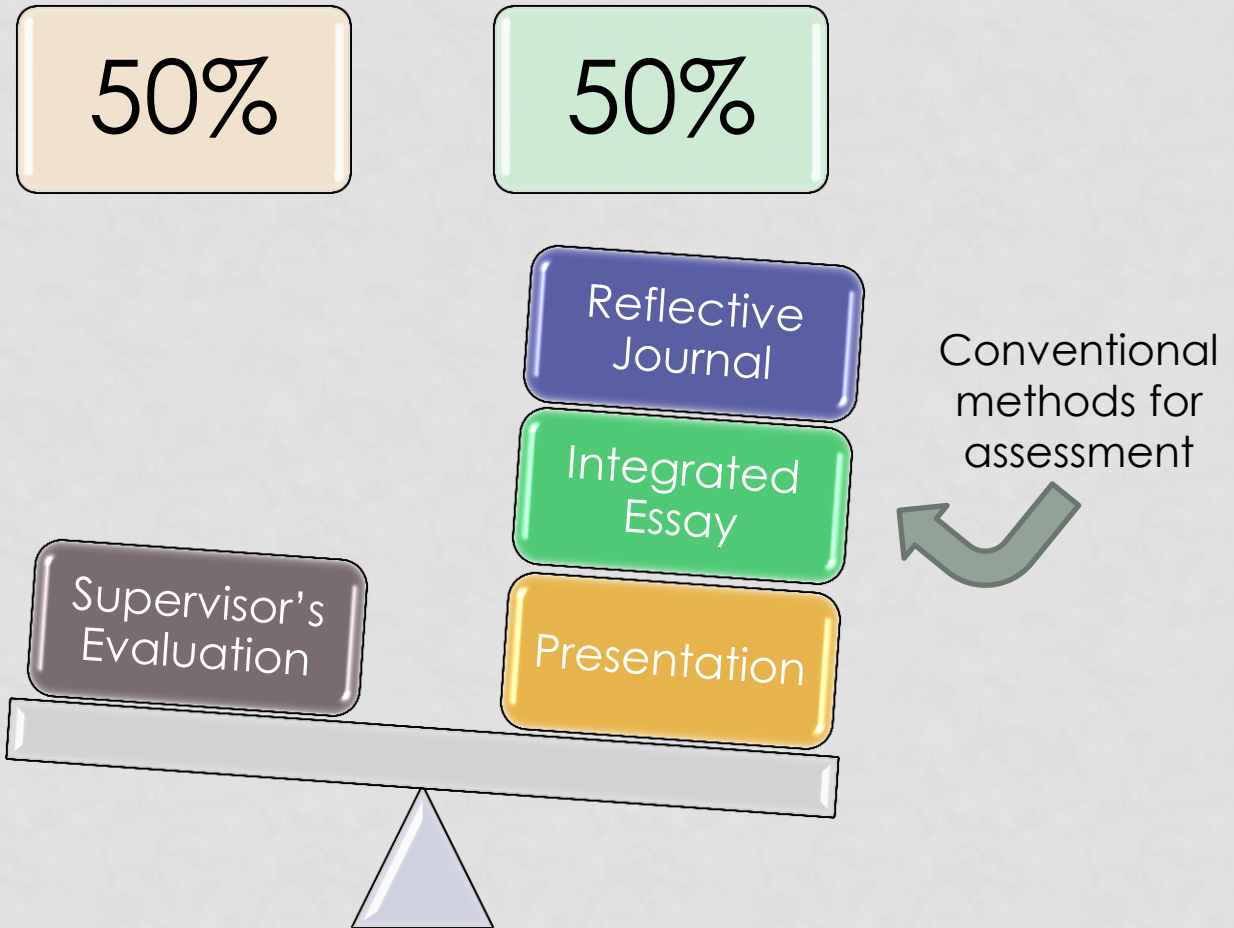
MS. FRANCESCA SIN  
8 JUNE 2016



# 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

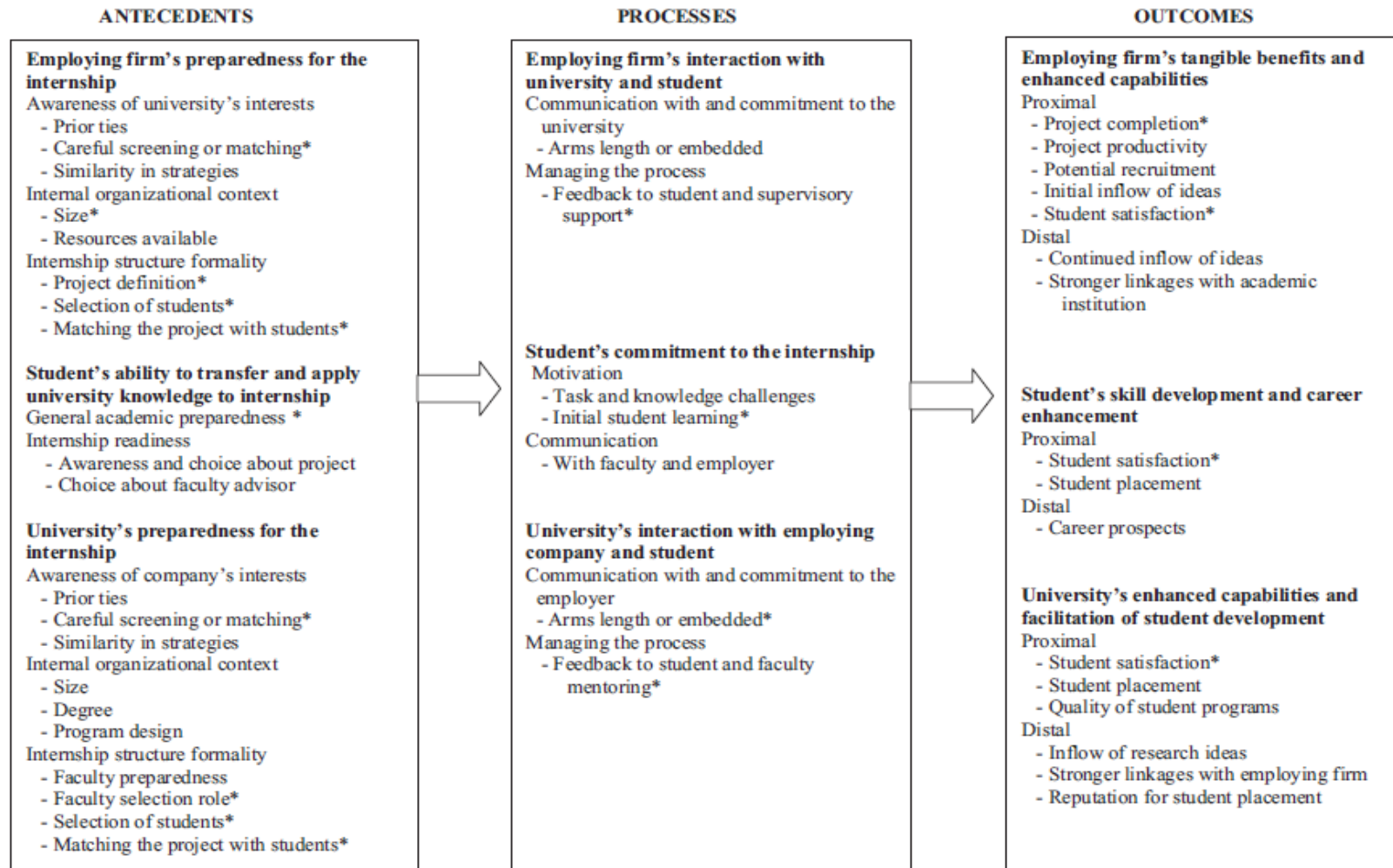


FIGURE 1

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

# MIDWIFERY ASSESSMENT AND FEEDBACK INSTRUMENT

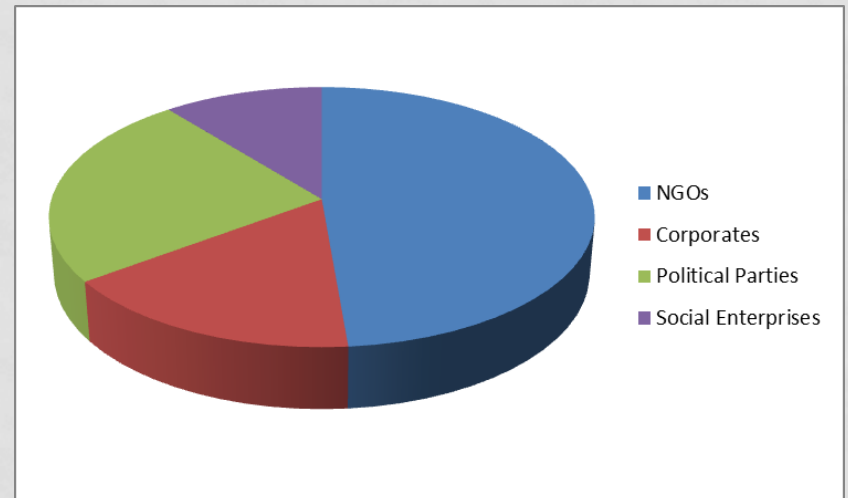
**Table 1**  
The MAFI-framework, results.

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	- Time - Training - Limited number of competences
2. Learning and guidance process	1. Learners write reflections after performances under a competence -structure 2. Learners ask feedback 3. Supervisors read reflections 4. 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	- Observation to validate reflections - Active students - Motivation to write negative feedback
3. 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	- Explicit roles in learning and assessment - Systematically planned assessment meetings

# 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:

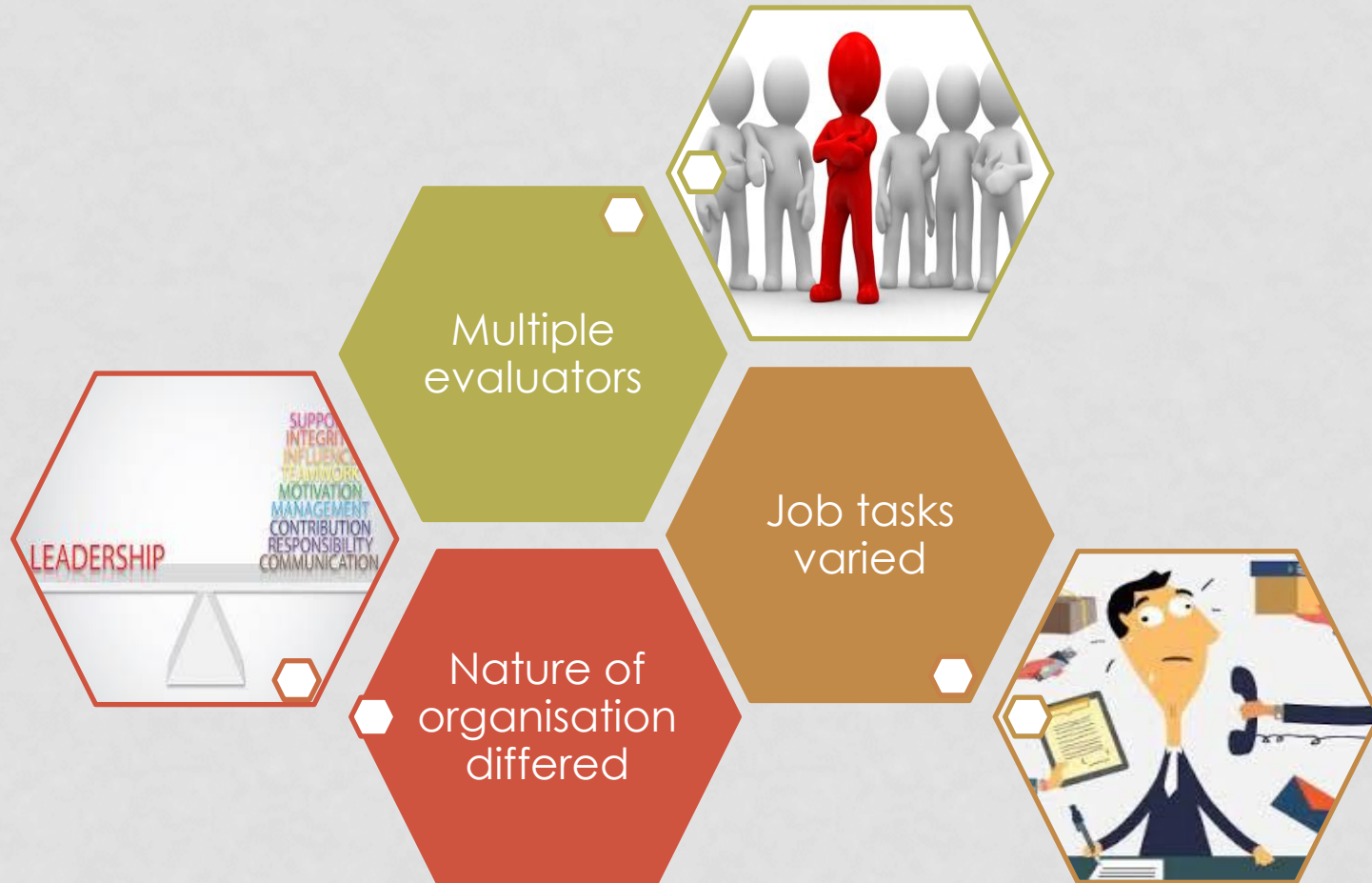


# ASSESSMENT CRITERIA

[HTTP://WWW.SOCSC.HKU.HK/SI/2015/PDF/EVALUATION.PDF](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?

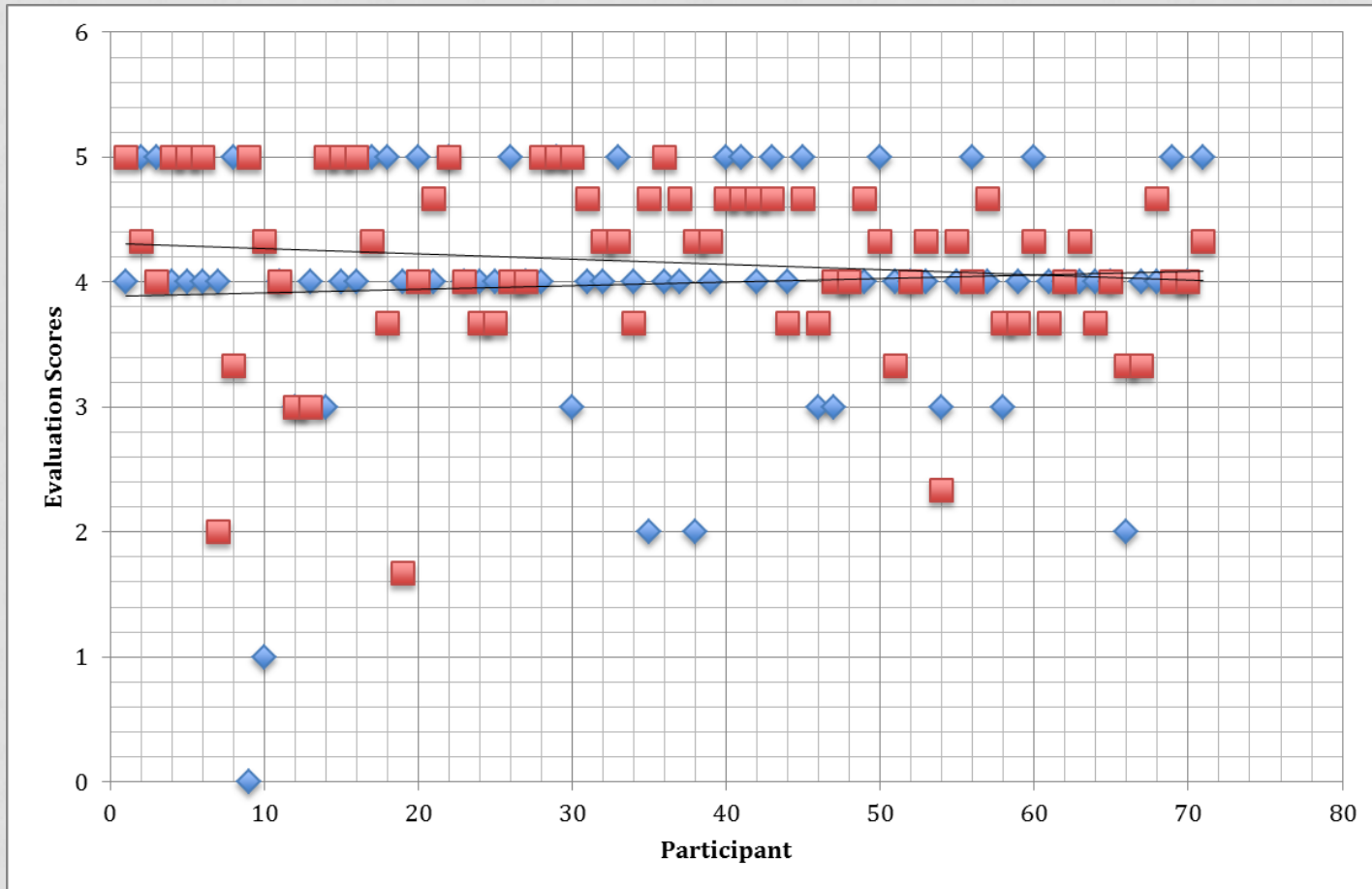
## 2- Would interns' overall impression of internship related to the final grade?

- All interns have to fill in a self-evaluation 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?

Supervisor	Final Grade (A=5)	9 Assessment Criteria 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	

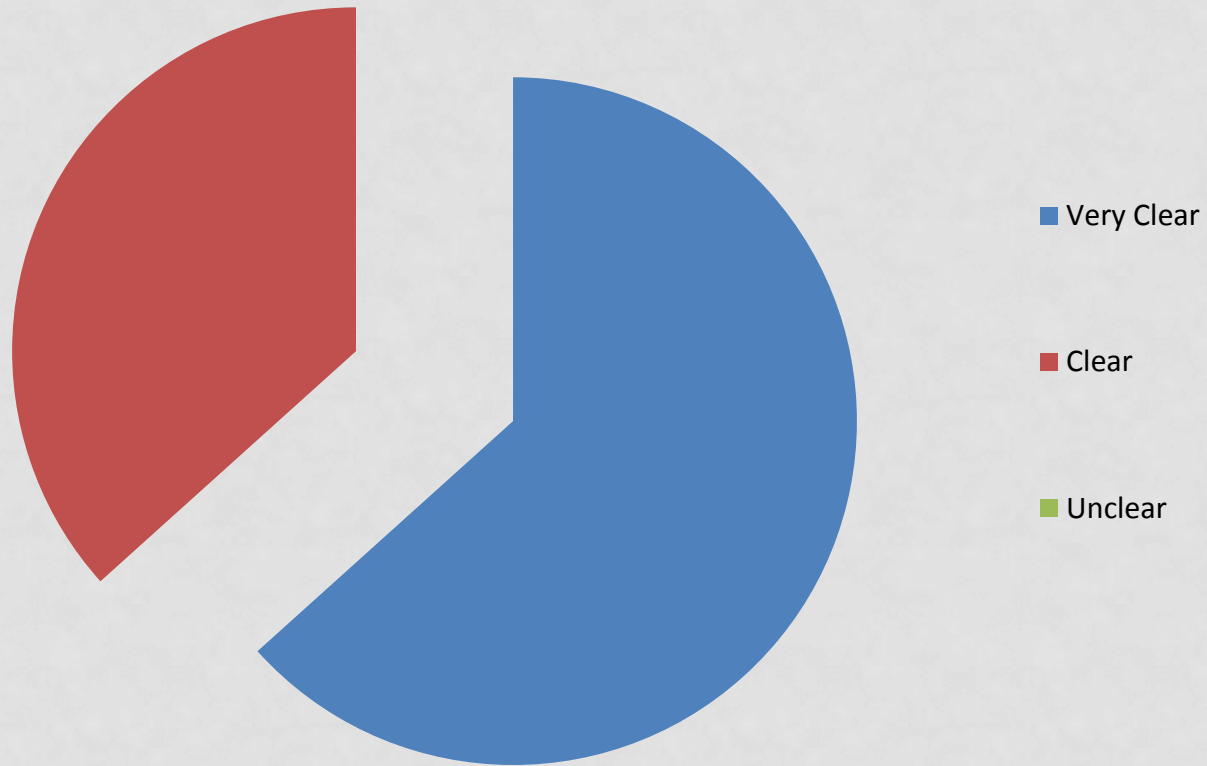
# CORRELATION BETWEEN SUPERVISOR'S SCORE VS INTERNS' IMPRESSION OF THEIR INTERNSHIP



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

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

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