Teaching, Learning and Interning: From Teaching Internships to Scholarly Teaching

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Abstract
Mount Allison University, with about 2,400 students, is a small, undergraduate Liberal Arts and Science university with a long history of faculty-student collaboration in both research and cocurricular activities. In 2005, Mount Allison introduced the Undergraduate Teaching Internship Program in which professors and senior students collaborate in instruction. The program has quickly become for its faculty participants an important springboard for teaching innovation and scholarship. Almost immediately after its introduction, it became clear that the Undergraduate Teaching Internship Program addressed two distinct but overlapping needs—the first was predictable, the second less so: (a) it presented opportunities for senior students to develop skills, knowledge and values that transcend those normally associated with undergraduate education; and (b) it provided a mechanism whereby faculty could engage in scholarly reflection on teaching and Scholarship of Teaching and Learning projects. In the 5 years since its inception, internship has become not simply a peripheral program but a strong thread woven into the fabric of the university culture. While outlining some constraints of the program, this descriptive paper explains the many ways in which internship has resulted in productive, mutually beneficial collaborations between interns and their supervising professors, encouraging an even more pervasive dialogue about teaching.

Keywords
internship, scholarly teaching, significant learning, faculty-student collaboration

Cover Page Footnote
I gratefully acknowledge the participants of Mount Allison's Undergraduate Teaching Internship Program who generously granted permission for their comments to appear in this article.

This other/autre is available in The Canadian Journal for the Scholarship of Teaching and Learning: https://ir.lib.uwo.ca/cjsotl_rcea/vol1/iss2/5
Mount Allison University is a small, undergraduate Liberal Arts and Science university in Atlantic Canada with an enrolment just below 2,400 full-time students (as reported by the Association of Atlantic Universities, October 2009). Without a Graduate Studies faculty or a Bachelor of Education degree, Mount Allison does not have a program that prepares future teachers. Yet many of the university’s graduates go on to study Education, and the university has a long history of experiential learning through cocurricular opportunities and of solid research partnerships where undergraduate students collaborate and often publish and present with their professors. This already receptive environment, then, was an ideally supportive climate for the university’s Undergraduate Teaching Internship Program, launched as a pilot project in fall 2005. The internship program will be described in full detail below, but essentially it involves a professor mentoring a senior student who performs an array of teaching-related duties in a specific course—everything from help-sessions for the students in that course, to group discussions, tutorials, lecturing, and grading.

The success of the internship program has far exceeded expectations: It has (a) according to their survey responses, offered the student interns a richly significant experiential learning opportunity; (b) resulted in satisfying, productive, and mutually beneficial collaborations between interns and their supervising professors; (c) encouraged teaching innovation; and (d) fostered an even more pervasive dialogue about teaching on the campus.

The Undergraduate Teaching Internship Program presents opportunities for senior students, usually in their third or fourth year of study, to develop skills, knowledge, and values that transcend those normally associated with undergraduate education. Of course, when students teach or mentor their peers, some of their learning outcomes can be anticipated: increased and deeper content knowledge; enhanced skills, such as communication, leadership, presentation, listening, time management; enriched values and attitudes about learning, education; and increased engagement. (See, for example, Smith, Rabbitte, & Robinson, 2009, pp. 7-9). Not anticipated, however, was the extent to which internship, designed to provide an experiential learning opportunity for senior undergraduate students, would positively affect and encourage faculty to embark on teaching innovation, consider Scholarship of Teaching and Learning (SoTL) projects, and become more reflective, scholarly teachers.

This article has a twofold purpose: first, to describe the internship program and second, to illustrate how involvement in internship has led to increased teaching innovation and nascent teaching scholarship for participating professors. Though not a research study, this descriptive article uses as evidence comments gathered from participants over the past 5 years as part of the formative program evaluation. All comments are used with permission, but since several respondents requested anonymity, all names have been withheld for the sake of consistency.

History and Description of the Internship Program

In December 2004, the Purdy Crawford Teaching Centre (PCTC) at Mount Allison University received a (U.S.) $100,000 grant from the General Electric Company to establish a Teaching Internship Program. Since then, over 200 student interns and a similar number of professors have participated in the program. The original grant has
been exhausted, but the program is being sustained through two reductions. The number of interns has been halved from 25 per term to 12, and their stipend has been reduced from $735 to $500 for up to 70 hours of work. Student interns are not disappointed by this reduction in the stipend; indeed, many embark on internship for the experiential learning it provides and are initially unaware that there is payment of any kind. The effects of the program’s financing are discussed in the Constraints section later in this article.

The internship program is an opportunity for professors in all disciplines to guide, supervise, and collaborate with a promising student and to engage that student in various teaching duties as well as guided reflection on his or her own learning goals and achievements. The supervising faculty member—called the “mentor” within the program—selects a teaching intern based on that student’s combined aptitude and potential. Interns are usually fourth-year students, although some third-year students have excelled in the role. PCTC does not dictate or police the terms of the internship but does provide resources, guidelines, and help for both the students and the professors involved. The one restriction is that the internship should never compromise the interns’ performance in their own classes.

The Purdy Crawford Teaching Centre pays the interns and provides information sessions, resources, teaching workshops, professional development opportunities, and individual support for participants. This close involvement with the Teaching Centre is one of the main differences between internship and teaching assistantship. At Mount Allison, teaching assistants (TAs) are paid from the relevant departmental budget; interns are paid from the Teaching Centre budget. At this university, most (though not all) TAs are employed in the Faculty of Science and are likely to work with students in labs or run tutorials or help sessions. Marking quizzes is another very common task for TAs. The training for these TAs tends to be undertaken by their home department and is focused on specific task-related instruction rather than on teaching and learning issues in general. Theirs is a paid position and, even though they do benefit from the experience, TAs are not asked to engage in reflection through such documents as a learning contract or a portfolio. In short, interns differ from TAs in the types of work they perform and in the amount of reflection and writing they are expected to do.

While each internship is different, depending on the course, the subject matter, and the individual and shared objectives of the professor and student involved, some essential elements of the program are common. Interns are generally assigned to a particular course, although a few have been assigned more broadly and have served as resources to more than one course. For example, an intern has worked in the library to develop and deliver information literacy training sessions for students. Another, working with the university’s academic counselor, developed and presented materials for the Academic Success course taken by at-risk students. Such examples aside, interns have usually taken the course in which they assigned, to ensure familiarity and confidence with the content. Interns’ duties vary with the course; for example, they teach or coteach some classes, lead seminars or tutorials, conduct extra-help sessions, offer essay-writing or test-taking assistance, mark short papers, develop rubrics, assist in content development—all supported by the mentorship and guidance of a faculty member.
Learning Contracts and Portfolios: Structure and Reflection

Although internship was not designed as a credit course, participants’ comments indicate that it has become a significant experiential learning opportunity for the student interns. It focuses equally on what the interns do in the classrooms and labs and what they learn from what they do. Therefore, two important documents distinguish the internship and guide participants to reflect on their learning goals and outcomes: a learning contract and a learning portfolio.

Learning Contract

The process of creating the learning contract establishes a framework for the partnership between the mentoring professor and intern and enables them to share their individual philosophies of teaching and joint expectations for the internship. Both participants sign the contract, which contains a list of negotiated duties as well as learning objectives and possible evidence of their fulfillment. The contract also underscores that the student should be involved in meaningful learning opportunities during the internship. The guidelines they receive for completing the contract recommend that the professor and intern consider such questions as the following: (a) their goals for the internship and how each partner will contribute to their fulfillment; (b) the intern’s duties and responsibilities; (c) the desired learning outcomes (including skills, knowledge, and values); and (d) the evidence that will demonstrate that the outcomes have been achieved. A practical document, the contract also encourages reflective dialogue about teaching.

In formative evaluations collected since the program began, interns have commented on the value of the contract. The following, from an intern in Music, is typical:

By creating a learning contract, my mentor and I were able to synthesize our goals and expectations for the semester, and to clarify what my duties would be. This allowed us to start off the semester on a strong footing... and got us both excited in anticipation of how the internship would progress.

Please see Appendix A for sample learning objectives from a number of interns in various disciplines. The samples have been chosen to show the breadth of the interns’ activities and their enthusiasm as they enter the program.

Learning Portfolios

Learning portfolios are an ideal way to encourage students to reflect on their goals, monitor their own progress, and record their achievements—especially in the context of experiential learning, which is often elusive or “fugitive” (Herteis, 2006). From a practical program perspective, learning portfolios are a very useful means of documenting the interns’ experiential learning. Building throughout the internship, the portfolio allows the interns to reflect upon and provide evidence of their individual successes and contributions through a complementary balance of artifacts and reflective
analysis. Internship learning portfolios include such things as the intern’s learning contract; course material developed during the internship, such as lecture notes, study guides, review handouts; feedback from the mentor; feedback from the students in class; and the intern’s reflections on what was learned and what he or she plans to do/learn next.

Each new cohort of interns reads former participants’ portfolios as an introduction to the program and its myriad possibilities. Yet the richness of learning portfolios resides as much in the process of their construction as it does in the finished product. (See, for example, Herteis & Simmons, 2010). In creating portfolios of their work, students inquire into what they have learned and go beyond mere acquisition of knowledge and skills to analyze and contextualize their learning. They reflect on their work and others’ feedback on it, and as Hutchings and Wutzdorff (1988) tell us, “reflection transforms knowledge or experience into learning” (p. 15).

Just as a scholarly teaching portfolio is essential for professors, so the learning portfolio has become a core element of the internship program. The intentionality in the process of creating a portfolio means that student interns actively construct a developmental narrative and derive learning from their experiences (Herteis, 2004); they find patterns and meaning in their achievements as they look forward to future learning goals. The portfolio process necessitates collaboration with the Teaching Centre and their mentoring professor, further enriching the experience for the interns.

Portfolios can capture and document small gains and great success; they can show development and help students see and celebrate their own growth. As one Canadian Studies intern noted:

Building a portfolio was not only an effective means for organizing my activities and thoughts relative to the program, but also acted as a source of inspiration for challenging myself... Furthermore, it enabled me to create a single body of work that reflected my efforts in a manner of my choosing. While this is true of the physical state of the work, this comment is more specifically directed at the level of control each participant was allowed to have in creating and compiling the portfolio itself. This was yet one more element for learning, and opportunity for self-direction, afforded in the internship program.

**Internship and Significant Learning**

Dee Fink (2003) has suggested a new taxonomy of learning in which “significant learning” comprises six overlapping, synergistic facets: (a) foundational knowledge, which means that every course or learning experience contains essential content; (b) application, meaning that students should be able to apply the knowledge to do something at the end of the course or experience; (c) integration, the ability to identify and make connections; (d) human dimensions, meaning that the students learn something about themselves or others; (e) caring, meaning that the students’ interests, feelings, and values should change; and (f) learning how to learn, meaning that what they learn now should help students to continue to learn. Fink’s taxonomy and the accompanying comments from internship participants on the significance of their own learning provide additional benchmark evidence for the success of internship.
Foundational Knowledge

Although each internship is different and there is no set curriculum, the disciplinary content, the pedagogical instruction, and the reflective approach are among the foundational knowledge of the program. As one intern, now pursuing graduate studies, said:

_Delivering a lecture was an incredible opportunity to test my teaching skills; it will no doubt prove to be an invaluable experience on my path to becoming a professor in the post-secondary education system._

Application

The application of knowledge is fundamental to internship. Supported by their mentoring professors and the PCTC, interns apply their content knowledge and their own experience as students to teaching, developing material for, and assisting other students. As one said:

_I think teaching a class and having to find different methods and styles to teach people so they would actually learn and remember the material was the most valuable skill I learned._

Integration

Interns integrate their own teaching and learning experiences and look for the intersections between their own experiences and those of the professor and students in the courses where they are working. One Fine Arts intern commented:

_I have seen a direct and positive correlation between the knowledge gained from the internship and my progress as an artist, resulting in a creative, affirmative and fulfilling experience that contributed in making me a better artist._

Human Dimensions

As a result of the experience and interactions in the program, interns learn much about themselves and others—as one two-time intern did. With no intention of becoming a teacher, he has now found his niche as a training consultant as a result of the program:

_Everything I learned as a teaching intern has better helped me design my classes and interact with students; I feel much more comfortable adapting to different learning styles and engaging unfocused students, and the confidence I built during my two internships has clearly helped. While the actual material I was teaching (Medical Physics) isn't related to what I'm doing now, the [program] has given me the chance to explore a field I had no intention of previously entering._
Caring

With respect to this aspect of Fink’s (2003) taxonomy, interns’ feelings about teaching and learning are invariably altered by the program. Interns’ comments provided above have shown how they have developed an interest in teaching; the following comment from a professor demonstrates how the attitude shift actually improves interns’ learning:

*Aside from pragmatic matters, the internship program exposes students to considerations related to teaching and course design that they otherwise would lack. This facilitates a wider and needed discussion of this issue. The more students know about teaching, the better students they become, the higher the quality of their education.*

Learning How to Learn

In this respect, internship scores high. Throughout the program, interns’ learning includes many essential skills and attributes that equip them for continued education or employment. As one professor says:

*This is a great opportunity for young adults to develop new skills and knowledge. It is not only valuable to those thinking about pursuing education degrees or higher level degrees. Students . . . become independent learners and take responsibility for their own learning. Coupled with this, they develop strong interpersonal skills and are able to identify and address the needs of others in and outside the classroom. They also have an opportunity to acquire in depth knowledge about topics they have to teach others. Acquiring knowledge of a topic is one thing but learning how to communicate content in an effective manner is a more challenging task, these internships allow individuals to grow intellectually and emotionally.*

Impact and Constraints

Since its inception, the internship program has had a sustained positive influence. The number of participants so far exceeds 450 interns and professors; the enrolment in the classes where interns work side by side with their mentoring professors exceeded 1,500 in the fall 2008 term alone; and there is a consistent waiting list for places. The success of the project, however, lies beyond the easily quantifiable. Through internship, senior students are role models; the students in the class can see and emulate the intern’s passion for learning. Being an intern is a prized position and a badge of honour. Through partnership with their mentoring professors, interns develop skills, knowledge, talents, and values, and they benefit from that learning when they apply for graduate school or employment. As one former intern commented:

*Over the semester through lecturing I have gained confidence in my public speaking abilities, I have had multiple opportunities to design, organize, plan and
implement activities in a large class, and I have been able to experience how to think critically about different ways of presenting information through a number of different methods.

But there have been constraints, and those wishing to emulate such a program in their own institutions should be alerted to them:

1). Time on task: The oft-repeated mantra of internship is that involvement in the program should never compromise an intern’s own academic achievements. Time management and improved communication and organizational skills are, after all, among the program’s desired learning outcomes. Nevertheless, an enthusiastic professor can often forget or underestimate how long it takes a novice to perform certain tasks (for example, most interns spend an average of 10 hours to prepare a 50-minute lecture). Similarly, since many interns are already busy students, for example in honours programs or in the midst of applying to graduate school, some may find themselves overwhelmed from time to time and be unable to fulfill the responsibilities expected of them. Though considered, excluding final-term honours students from internship seemed a little heavy-handed and was rejected. To address the time issue, PCTC often intervenes with reminders to interns to log their hours and to talk to their mentoring professor if certain tasks seem to be taking too much time.

2). Funding: As explained earlier, internship began with a one-time grant from General Electric. When those funds were exhausted, other internal sources were found to pay the interns and keep the program afloat. However, the amount of funding available has limited the program and has constrained its growth. For example, having to set a limit of 12 interns per term necessitated a “fairness” clause in the application process that gives preference to new applicants and disallows participation in two consecutive terms. As a result, the program in its current form cannot sustain longer term projects or collaboration. Yet, paradoxically, most interns surveyed declared that they would have participated in the program without pay—and so that constraint is about to be tested. Planning is underway to convert internship from a paid position into a 3-credit experiential learning course, something newly included in the Mount Allison University Calendar. After a limited enrolment pilot project in winter 2011, the success of this change will be evaluated.

3). Self-selection: Participants are asked to complete a voluntary survey (Appendix B). The most frequent comment about how to change the program is not to do so; therefore, constructive suggestions for improvement can be limited (and collected feedback appears suspiciously complimentary). The cause is likely that the program’s structure means that professors who choose to mentor an intern tend to be innovative, collaborative, and engaged teachers. Likewise, the student interns they select tend to be high-achieving and assiduous. Admittedly, these tendencies do skew the feedback and assessment: those who are involved in a
voluntary program of this nature are those who would normally be positive about such a program in the first place.

These constraints aside, however, it has become satisfactorily clear that one of the unexpected outcomes of the program is that it triggers teaching innovation and modification and encourages some faculty participants to embark on Scholarship of Teaching and Learning projects.

**Teaching Interns and Teaching Scholarship**

It is 20 years since the term “Scholarship of Teaching” became part of the lexicon. In 1990, Ernest Boyer, former President of the Carnegie Foundation for the Advancement of Teaching, wrote *Scholarship Reconsidered: Priorities of the Professoriate*. Seeking to overturn the dominant view that to be a scholar is to be a researcher, Boyer argued that "faculty must assume a primary responsibility for giving scholarship a richer, more vital meaning" (p.xii). Boyer’s paradigm posits four overlapping and interdependent scholarships: discovery, integration, engagement or application, and teaching. According to Boyer, the “elusive” scholarship of teaching means more than merely transmitting content; it is “transforming and extending” knowledge (p. 24). The Scholarship of Teaching involves planning, assessing, and modifying one's teaching. Internship provides an opportunity for Mount Allison professors to engage in such assessment and modification. One professor, for example, has said that the program encouraged him to “refocus some of my own teaching goals, and methodologies.”

In many cases, the one-on-one mentoring relationship between the intern and supervising professor, a pivotal component of the program, has been the springboard for these scholarly developments. Professors have noted that they are energized as they discuss teaching strategies and approaches with their interns, even at the early stage of developing the learning contract, but certainly throughout the internship. One says:

*Meeting with the intern to discuss grading philosophy, assignment design, and like matters helped to clarify and refresh my own thinking. The addition to the workload was very slight and greatly exceeded by the rewards.*

Similarly, the support afforded by their mentoring professor builds the interns’ confidence and morale. As one professor who has mentored three students notes:

*This program provides a unique opportunity for upper year undergraduates to gain real insight and experience associated with university teaching. This helps them with career planning by allowing them to experience in a non-threatening environment the inner workings of course development and delivery. It also gives them the opportunity to work one-on-one with a faculty mentor and build skills that are not otherwise necessarily taught in university.*
Reflection on teaching such as this is, of course, the first step to teaching enhancement and scholarly teaching. That it has been prompted by the internship program is gratifying. One faculty member explains that sharing her “ideals, excitement and practical concerns” about teaching with her intern “fostered another opportunity to reflect carefully and creatively upon teaching.”

Another faculty member involved in the program underscores how the students in the course are also the beneficiaries of this reciprocal interaction and reflection between the mentoring professor and the intern, saying that such “ongoing pedagogical exchange helps faculty clarify their own thinking about courses.”

Many teachers embark on SoTL to deal with a particular classroom issue: a new course, the search for innovative ways to teach an old course, the quest for a solution to a dilemma or problem rooted in teaching their discipline. Our disciplines shape our scholarship in terms of the types of research and inquiry and ways of reporting and recording that are acceptable to and valued by our peers. Healey (2000), like many, sees that the strength of SoTL lies in its disciplinary roots and that teachers should be encouraged “to undertake research into their teaching and the ways in which their students learn” and to “apply the same kinds of thought processes to their teaching as they do their research” (p. 183). The internship program has allowed participating Mount Allison professors to investigate ways to improve students’ learning, as one professor describes:

*The problem that I am hoping Problem-Based Learning (PBL) and [my intern] will help to solve is the shortfall of active learning and critical thinking skills in my 3000-level physiology courses. I am hoping to create more exciting, stimulating classroom experiences and develop self-directed learners.*

The professor goes on to say that she intends to contribute what she learns from this experiment with PBL to a journal in her discipline and that without the availability and collaboration of an intern to help her with this work, she would not have embarked on this project.

The Scholarship of Teaching and Learning can also transcend disciplinary boundaries; SoTL inhabits a zone of free trade and common currency where shared, wide-ranging issues such as student writing, problem-solving, critical thinking, and academic integrity replace subject-based questions of measurement, plot analysis, angles, and formulae. An outcome of a fall 2009 internship exemplifies this aspect of SoTL: A Biochemistry professor and her intern studied the benefits of classroom “clickers” in an introductory course. These classroom response devices are new to Mount Allison, and the study—which the professor freely admits she could not have undertaken without the assistance of a technology-savvy intern—will form the basis of a teaching presentation to inform other professors, in other disciplines, who are considering whether clickers will help them assess student learning in their classes.

For many, the *quintessential element* of scholarship is publication or presentation. For example, Shulman (1999, para. 41) says that teaching is scholarly work when it involves inquiry into student learning and is made public in a way that can be critiqued, reviewed, built upon, and improved. But the first step before going public with teaching scholarship, as with any scholarly research, is recognizing that there is a problem which
could be solved, or is—at least—worthy of investigation. Scholars such as Bass (1999) and Cerbin (1993) tell us that we need to recognize that the scholarly richness in teaching springs from the complex, consequential problems themselves, not their solutions. Bass encourages altering our view of the teaching problem “from terminal remediation to ongoing investigation” and to reframe teaching problems as opportunities which lie at the very heart of scholarly teaching. Laurie Richlin (2001, p. 60) agrees:

The scholarly process begins with an observation, which identifies a problem or situation the teacher would like to improve or an opportunity the teacher would like to seize. . . . A problem could be as simple as trying to improve mathematics test scores . . . . An opportunity could present itself in the form of a newly available technology or equipment.

The internship is just such an opportunity: Some professors at Mount Allison University have seen it as an opportunity to add tutorials to their courses, to introduce a service learning project, to add some additional content, or to try out a new instructional technique. Participating professors have described how having an intern has enriched their teaching and the students’ learning experiences. One professor “had been planning to incorporate some Excel modeling lab work in the classes for the last two years” and was finally able to do so because of the internship. Another began “a complete overhaul” of the way she evaluates group presentations. Yet another was able to collaborate with her intern as a coresearcher to develop new course material:

*Cross-cultural management is a topic that had not been covered in depth in the course previously and is an area that definitely needed to be expanded. My intern and I researched the topic and developed course material that will continue to be included in the course next year. Furthermore, the material that was developed by the intern now serves as a solid theoretical base from which I can continuously update each year and incorporate current research and developments in the area.*

Another professor describes how having an intern helped her engage students in her large class more actively with the material; she introduced a community outreach project that allowed them “to apply their course knowledge to real world debates and activism.”

According to Kathleen McKinney (2007, p. 43), students are most often involved in the Scholarship of Teaching as the subjects of research: Professors and educational developers investigate and document how changes and innovations in teaching affect student learning. Much less common is the active participation of undergraduate students in SoTL as coresearchers or enablers of the research—yet that is exactly what has happened at Mount Allison University with the inception of the internship program.

**Conclusion**

The internship program sows the seeds of scholarly teaching. From their first exploratory meetings at the Teaching Centre, to discussions with colleagues who have
participated in the program, or at the orientation session to internship, mentoring professors begin to “talk teaching.” These meetings, ostensibly ways for interns to connect and exchange ideas, are also rich opportunities for professors to hear what others are doing with the internship, and this cross-fertilization of ideas is an invaluable incentive to engage in SoTL.

As we have seen, SoTL often begins in a single course with a professor realizing that a change, an enhancement, is necessary. Yet many professors go no further in their teaching scholarship because they lack the necessary resources to make the change—having an intern for 5 hours a week for one term has been more than enough incentive for several Mount Allison professors to embark on this cycle. All speak to the interns’ role as an enabler or helper in encouraging reflection, teaching scholarship, or innovation.

For some the outcome was increased reflection; for example: “It helped me to think about my own teaching practice as I was aware that there was another ‘teacher’ in the room at the same time.” For others, internship provided an opportunity for formative assessment of their own teaching because the intern, whom one describes as a “collegial insider,” could communicate to the professor “a greater sense of students’ expectations and needs.”

When Mount Allison University initiated its Undergraduate Teaching Internship Program, many positive outcomes were anticipated. That they have been exceeded is an unpredicted bonus. On rare occasions, it seems, the planets align; the funding, the inspiration, and the participants unite for the mutual benefit of teaching and learning. Mount Allison’s Undergraduate Teaching Internship Program has been such a coalition.

References


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Appendix A

Sample Objectives from Interns’ Learning Contracts

History
To participate in the development of a new course by identifying as well as analyzing appropriate texts

Introductory Sociology
To design an interactive project, discouraging simple memorization and regurgitation
To assist students without giving away the answers
To be an effective troubleshooter

Introductory Environmental Studies
To learn about the process of assignment design (This student developed an assignment for the class that became the centre “spread” in our student newspaper)

Psychology: Research & Design Analysis
To convey concepts clearly and accurately
To improve my leadership and public speaking abilities

Music History
To learn how to develop and apply a rubric and how to constructively evaluate and critique written work
To gain experience in developing a lecture for Romantic period, starting with a 15-minute lecture on a particular piece and ending with a full 50-minute lecture later in the term
To develop internet technology via WebCT for course delivery and enhancement

Canadian Studies
To learn how to engage students in active discussion
To learn about the process of guiding student learning and writing process through regular consultation

Geography: Weather and Climate
To establish and conduct regular help sessions for students requiring additional explanation of the material
To contribute to the formation of exam questions
To explain the final laboratory assignment and advise on possible presentation topics

Medical Physics
To learn and communicate knowledge regarding issues of radiation in aviation
To learn and communicate knowledge about Canadian medical privacy laws
Appendix B
Survey Questions

Undergraduate Teaching Internship Program
Faculty Mentor Survey

Please answer all of the following questions that are relevant to your experience—and add other comments that you believe are important to enhance the program.

Name Optional _______________________
Giving your name tells us that you are willing to be quoted.

1. How did you select (a) your intern and (b) the course in which he or she worked?

2. Approximately how many students were in the class(es) in which the intern worked?

3. Did having an intern affect your own workload (positively or negatively)? Please explain.

4. Did having an intern result in direct teaching and learning benefits in your class(es)? Please explain.

5. How did the students in your class(es) react to having an intern?

6. If you’ve had an intern before, how—if at all—was this experience different?

7. Do you see any limitations in the internship program (or opportunities for enhancing it)? Please describe them.

8. Overall, how would you describe your experience as a professor-mentor in the program?

9. What advice would you give to prospective faculty mentors thinking about participating in the program?

Optional:
10. What would you like to say directly to prospective donors to entice them to support this program?

Note. The survey forms for faculty and student participants are almost identical.