Teaching CAD internship seminar as a hybrid course

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Teaching CAD internship seminar as a hybrid course

Abstract
A presentation held at the San Francisco State University Academic Technology Summer Institute in June 2013.

Keywords
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Disciplines
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Rationale for creating the hybrid course

- Flexibility for students and faculty
- Minimizing classroom time and maximizing student motivation (senior summer-itis!)
- Hybrid format enables teaching & learning strategies that fit both in-person and online formats

Logistics

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<th>Class</th>
<th>Format</th>
<th>Topic</th>
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<td>In class</td>
<td>Welcome to CAD 801 internship and CAD 802 Internship seminar</td>
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<td>2</td>
<td>Online</td>
<td>Your goals and career assessment</td>
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<td>3</td>
<td>In class</td>
<td>All about organizations</td>
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<td>4</td>
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<td>The macro context for children and youth in California</td>
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<td>In class</td>
<td>Preparing for your next steps: Final school or job interviews</td>
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<td>10</td>
<td>In class</td>
<td>Final presentations and wrap up</td>
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Ten weeks, 6 classes in person & 4 online

Assignments

- 20% Participation: 6 points of participation each week, in-class or online
- 10% Coworker informational interview: 2 pages, assessed with rubric
- 10% Professional resume: Assessed credit/no credit by instructor, with opportunity for revision; also used in class for activity, and given peer feedback
- 20% Organizational Assessment: 8-10 pages, diversity and social justice assignment integrated into this paper, assessed with rubric
- 10% Presentation: Boardroom style, assessed with peer review
- 30% ePortfolio: Assessed with rubric (two workshops in-person)

Student engagement

- Weekly handout with consistent format to minimize confusion

Online lecture: Coursestream

Coursestream video (instructor voice and computer desktop) walking students through requirements for each online class session
Activity: Mock Interviews (60 minutes)
Please form groups of 3 with other students in your concentration. Each student will keep 20 minutes in the 'hot seat' of being interviewed. The other two members of the group will read the interviewee’s job description, cover letter, and resume. Each interviewer should come up with one tailored question, based on these materials. In addition, ask the five questions in bold from the list below (1-4 & 6). The interviewer should also ask 2-3 questions about the organization. Take a couple of minutes after the mock interview to process it. What constructive feedback could you offer to the interviewee? Consider ways to improve interview responses, personal presentation, and written materials.

Participation assessed through completed activities (example: in-person)

Assignment submission
All assignments submitted online via TurnItIn, and assessed with three forms of feedback (in-text comments, global comment, rubric)

Submission of reflective journals & timesheets
Reflective journals submitted on iLearn; Timesheets and internship log submitted by email, cc’ing supervisor (bi-weekly)

What worked well:
Mix of activity types
- Online: Forum, Wiki, Personal & career assessment, searching for job postings and preparing a tailored cover letter, reflective essays, reading responses
- In-person: Simulation, check-ins, eFolio workshops, breakout groups, demonstrations, mini-lectures, in-class reading, pair and small group discussion, kinetic activities, quick write, case studies

BOTTOM LINE: Keep it active (particularly during summer)

What worked well:
Assignments with real-life relevance
- Assignments such as developing a resume and tailored cover letter, and activities like mock interviews, helped students entering the job market develop skills for the job search
- The co-worker interview and organizational assessment helped them become better acquainted with their colleagues and placement agency
- The least popular assignment was the eFolio; concerns about lack of relevance with employers and amount of time and complexity

BOTTOM LINE: Keep it relevant
What worked well: Organizational tools

Google calendar enabled students to coordinate site visit or conference call dates with their supervisors, then confirm by email.

What worked well: Conference calls for site visits

- 50% of site visits in person; 50% conference calls (students chose). In both cases, email confirmation with materials.
- Instructor perspective: No significant difference between student performance and engagement.
- NOTE: Best to do an in-person visit if there are any concerns.

Challenges

- Encouraging students engagement, particularly after they have already participated in CAD graduation ceremony (and mentally graduated).
- Ensuring that students continued to feel connected during online weeks.
- Keeping tabs on internship work and monitoring for problems.

Student comments

22 students were enrolled in the class, and 21 completed a special final feedback form on the hybrid course.

- 100% would keep the hybrid online format.
- 100% were satisfied with their format for the site visit (in-person or conference call).
- Preferred number of meetings:
  - 7 (or more): 4
  - 6: 4
  - 5: 9

Preferred number of meetings: 4: 0, 3: 1, 1: 1.

Students’ suggestions for improvements

- Less class time on individual sharing and feedback (shorter check-ins, maybe in small groups).
- More content on job search, grad school options, career paths, and developing a resume.
- More focus on working in organizations, including leadership skills to work with different populations; communication with colleagues, and how high quality programs are run.
- Breakdown eFolio assignments and have more time in class to ask about eFolio.

Recommendations

- Keep the class ACTIVE.
- Keep the class RELEVANT.
- Flip the format ratio from 6/4 in-person to online to 4/6, depending on need for in-class participation.
  - WEEK 1: Course overview, community building with ice-breakers & 1st eFolio workshop.
  - WEEK 5: Follow-up eFolio workshop plus in-person class focused on processing internship experience.
  - WEEK 9: In-class activity for mock interviews.
  - WEEK 10: In-class meeting for presentations and course wrap-up.
- For semester-long course, keep roughly 1/3 in-person, 2/3 online.