Learning Engagement Project:

MAERES Internship Tutorial Canvas Course

12/13/2019

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LDES 501: Methods of Learning and Design

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# **Project Overview**

For my learning engagement project, I re-designed the internship tutorial course for the MA in Eurasian, Russian and East European Studies (MAERES) program. The internship tutorial framework that the MAERES program has been using for many years does not meet Graduate School requirements for tutorials and does not provide significant additional value to the students’ internship experiences. The traditional internship tutorial we have offered includes just one meeting and one 300-word final reflection, providing no scaffolding to support students as they navigate internships, and offering little opportunity for feedback or actual learning. The old MAERES tutorial set-up also falls short of basic Graduate School requirements for 0.25-credit tutorials, which mandate at least 3.1 hours of class meetings and 7.5 hours of homework.

With these shortcomings in mind, I set out to design a new internship tutorial that would guide MAERES students through their internship experience, provide opportunities for them to build the career management skills they will need to succeed in the professional world, and help them make connections between their internship experience and their coursework. The internship tutorial design presented here is only a draft of the first iteration of the tutorial, designed to be run as a pilot tutorial in Spring 2020. Based on student feedback on the tutorial and additional information gathered from our annual student/recent graduate survey conducted in June, I will re-calibrate our goals and revise the course to better meet student needs.

## Learners

The learners in this engagement are current graduate students in the MAERES program. In building a profile of the learners for this first iteration of our new internship tutorial format, I drew on student data collected by our department, my knowledge of student needs and experience from two years of coordinating career workshops for our students with the SFS Graduate Career Center and supervising internship tutorials under our old system, and insights from individual advising sessions with students.

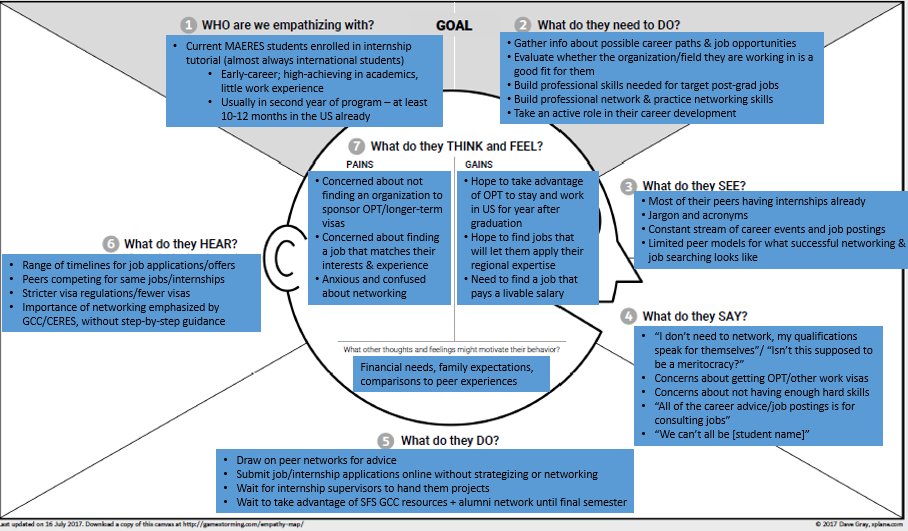
The overwhelming majority of students who enroll in the internship tutorial course are international students who are required to take the tutorial to earn credit for their internship and maintain their immigration status. Much like the rest of the MAERES student body, the international students in the MAERES program tend to be early-career students who have 0-3 years of work experience. For many of the students, this is their first internship in the United States and for some, it is their first professional work experience of any kind. I have represented some additional information about these typical learners for the MAERES internship tutorial in the Empathy Map on the following page.

However, not all students in the internship tutorial share this profile. Some international students completed their undergraduate degrees in the United States and pursued jobs or internships during that time, but are still required to complete the internship tutorial to maintain their immigration status. Domestic students will also occasionally complete the internship tutorial in order to satisfy host organization requirements that interns earn academic credit for their internship, though this is fairly rare. In order to meet the needs of all students who enroll in the internship tutorial, the tutorial must be designed to provide sufficient support to guide international students with no work experience while still engaging more experienced international and domestic students with assignments that help them continue to build professional skills and expand their career management toolbox.

## Client

The client for this project is the Center for Eurasian, Russian and East European Studies (CERES), led by Dr. Angela Stent. CERES hosts the MA program in Eurasian, Russian and East European Studies program, which generally enrolls 15-20 students per cohort for a total of 30-40 students at any given time.

### Empathy Map: Exploring Learners’ Perspectives

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## Constraints and Context

There are several important constraints that limit the options for the design of the MAERES internship tutorial. Some constraints of particular note are listed below.

**Size:** The small size of the MAERES program means that there is rarely more than one student enrolled in the internship tutorial per semester, limiting opportunities for peer engagement as a part of the tutorial design.

**Student Time:** Students who enroll in the MAERES internship tutorial are generally taking a full load (9 credits) of regular coursework in addition to the internship tutorial and the time actually spent at their internship. Many MAERES students struggle to balance 20-hour-per-week internship responsibilities with their regular coursework. As a result, the tutorial needs to be designed to add value to the internship experience without posing an undue burden to the students enrolled. In order to balance these needs, I decided to create a Canvas course for the tutorial and limit required in-person meetings to two per semester.

**Institutional Policies:** As discussed above, the Graduate School of Arts and Sciences mandates 3.1 hours of class meetings and 7.5 hours of homework for a 0.25-credit course, so this tutorial must meet those requirements. Institutional policies also shaped the decision to house this course in Canvas, which is the primary LMS supported by Georgetown. The benefits of building the tutorial course in Canvas, a platform that has significant institutional support and that students already use daily for their other courses, outweighed the benefits of other possible platforms, at least for the time being.

In addition to these constraints, there are some other factors that have shaped the design and scope of this internship tutorial. As part of the process of designing this tutorial, I (virtually) observed the internship tutorial for the MA in Asian Studies program as well as the SFS Graduate Career Center Canvas Course and the International Graduate Student Career Course. Insights from each of these observations has shaped the focus and scope of this tutorial.

**MA in Asian Studies Internship Tutorial**

Reviewing the syllabus and other materials for the internship tutorial run by the Master of Arts in Asian Studies (MASIA) provided me with insight into the structure of a tutorial course held up by the Graduate School as an example of how departments should structure their internship tutorials. It also showed me how a similar department has approached navigating many of the same challenges I faced in developing this tutorial: small numbers of students enrolled in the tutorial, diverse student backgrounds, a variety of student interests and goals, and already-overloaded student schedules. In the end, I decided to adopt a couple of practices from the MASIA tutorial: requiring two meetings (one at the start of the semester and one at the end of the semester) but no weekly meetings, and incorporating reflection assignments.

**SFS GCC Canvas Course**

My second observation was of the SFS GCC Canvas Course, which all current graduate students in the School of Foreign Service are invited to join. The course provides students 24/7 access to GCC resources, from exercises to help students define their career goals to advice on negotiating job offers and salary requirements. However, all activities are optional and many students complain that the course is too overwhelming and difficult to navigate. In designing the MAERES internship tutorial, I drew on many of the resources created by the GCC or identified by them as useful resources, but focused on providing a much more pared-down and easy-to-navigate course with required assignments (and feedback on those assignments). In some cases, I expanded on their optional activities to create structured, required assignments (for example, the Value Proposition assignment), and in other cases I linked students to their resources in order to provide guidance and scaffolding to students as they shaped larger assignments for the tutorial (for example, the Informational Interview Project, which encourages students to build their own list of interview questions from the list provided by the GCC).

**International Graduate Student Career Course & Office of Global Services Resources**

All students on J-1 visas (all of our international students, in my experience) are required to complete a Canvas module designed by the Office of Global Services (OGS) to learn about policies and visa requirements before they can apply for Curricular Practical Training, the form of work authorization that allows them to complete internships while enrolled in school. OGS has also created the International Graduate Student Career Course in Canvas, which is an excellent and comprehensive career resource for international students. While the pre-CPT course is required, all aspects of the International Graduate Student Career Course are optional and most components of the course provide no opportunity for students to receive feedback. Reviewing these courses reinforced for me that international students have many of the same needs as domestic students when it comes to professional development and career management, and that the MAERES internship tutorial would be most effective if it focused on learning goals that can be applied to all students, not just international students. However, as I build out the assigned readings for each of the modules, I plan to link back to many of the resources developed by OGS and highlight these resources for international students in the tutorial.

## Learning Goals

The broad aim of this internship tutorial is to help students build the skills they need to take an active role in their own career development. To that end, I have developed the following specific learning goals for this course:

* Students will learn to identify their professional skills, strengths, and weaknesses.
* Students will learn to formulate professional goals and onboarding plans.
* Students will learn how to network effectively and understand how networking can help them achieve their career goals.
* Students will improve their understanding of regionally-related professional opportunities in their sectors of interest.
* Students will learn to think critically about how they might utilize their regional expertise in their careers.

# **Design and Development**

## Agenda

This tutorial is designed to take place over the course of a traditional semester, with the first iteration of the tutorial planned for Spring 2020. The tutorial is made up of six modules designed to help students make the most of their internship at each stage of the experience. For the most part, each module is designed with two components: 1) an introductory section for students to begin exploring the area of focus with readings and optional exercises designed to help students practice the skills focused on in that module and 2) a follow-up section that builds on the first, with more targeted readings and a required assignment. Modules 5 and 6 follow a slightly different pattern. Module 5: Reflect is broken up into two sections designed to give students time to process and begin to think about different types of reflection questions, backward-looking (section 1) and forward-looking (section 2), with students submitting a final reflection at the end of Module 5 that combines both types of reflection. Module 6: Launch contains only one section designed to provide students with resources for successfully wrapping up their internship, maintaining their new professional connections, and taking next steps in their career development. Module 6 concludes with an optional survey/quiz (yet to be completed) that will collect information about students plans for next steps and areas of concern to help identify areas where students could use additional advising, support, and connections to resources as they wrap up the tutorial.

An outline of the modules is provided below, with links to each page and assignment. The entire Canvas course can be accessed [here](https://georgetown.instructure.com/courses/57474/).

### Module 1: Clarify

Timing: Designed to take place during Weeks 1-2 of the semester

Sections: [Identify Your Strengths & Weaknesses](https://georgetown.instructure.com/courses/57474/pages/identify-your-strengths-and-weaknesses?module_item_id=1469940) | [Craft Your Value Proposition](https://georgetown.instructure.com/courses/57474/pages/craft-your-value-proposition?module_item_id=1485232)

Assignment: [Value Proposition](https://georgetown.instructure.com/courses/57474/assignments/352677?module_item_id=1485236)

Related learning goal: Students will learn to identify their professional skills, strengths, and weaknesses.

### Module 2: Target

Timing: Designed to be completed during weeks 2-4

Sections: [Start Strong](https://georgetown.instructure.com/courses/57474/pages/start-strong?module_item_id=1485241) | [Set Your Internship Goals](https://georgetown.instructure.com/courses/57474/pages/set-your-internship-goals?module_item_id=1478307)

Assignment: [Goals Statement](https://georgetown.instructure.com/courses/57474/assignments/352681?module_item_id=1485242)

Related Learning Goal: Students will learn to formulate professional goals and onboarding plans.

### Module 3: Connect

Timing: Designed to be completed during weeks 4-8

Sections: [Build Your Network](https://georgetown.instructure.com/courses/57474/pages/build-your-network?module_item_id=1478310) | [Conduct an Informational Interview](https://georgetown.instructure.com/courses/57474/pages/conduct-an-informational-interview?module_item_id=1479066)

Assignment: [Informational Interview Project](https://georgetown.instructure.com/courses/57474/assignments/352682?module_item_id=1485237)

Related Learning Goal: Students will learn how to network effectively and understand how networking can help them achieve their career goals.

### Module 4: Explore

Timing: Designed to be completed during weeks 8-12

Sections: [Research Your Industry](https://georgetown.instructure.com/courses/57474/pages/research-your-industry?module_item_id=1478309) | [Build a Target Employer List](https://georgetown.instructure.com/courses/57474/pages/build-your-target-employer-list?module_item_id=1485230)

Assignment: [Target Employer List](https://georgetown.instructure.com/courses/57474/assignments/355972?module_item_id=1485238)

Related learning goal: Students will improve their understanding of regionally-related professional opportunities in their sectors of interest.

### Module 5: Reflect

Timing: Designed to be completed during weeks 12-16/finals period

Sections: [Evaluate Your Performance](https://georgetown.instructure.com/courses/57474/pages/evaluate-your-performance?module_item_id=1478311) | [Revise Your Career Goals](https://georgetown.instructure.com/courses/57474/pages/revise-your-career-goals?module_item_id=1485245)

Assignment: [Final Reflection](https://georgetown.instructure.com/courses/57474/assignments/352684?module_item_id=1485243)

Related learning goal: Students will learn to think critically about how they might utilize their regional expertise in their careers.

### Module 6: Launch

Timing: Optional; designed to be completed during week 16/finals period

Section: [Look to the Future & Plan Next Steps](https://georgetown.instructure.com/courses/57474/pages/look-to-the-future-and-plan-next-steps?module_item_id=1485246)

Optional Quiz: [Next Steps Survey](https://georgetown.instructure.com/courses/57474/quizzes/85121?module_item_id=1485248)

Related learning goal (continued): Students will learn to think critically about how they might utilize their regional expertise in their careers.

## Backwards Design Using the *Understanding by Design*, 2nd Ed. Template

|  |  |  |
| --- | --- | --- |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS    Provide a credit-bearing learning experience that gets students to think critically about their internship experience and reflect on how it connects with their coursework and career goals. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  Take an active role in their career development as they pursue internship and job opportunities | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*   * They have a unique set of skills. * Setting goals and evaluating performance are an important part of professional life. * Networking plays a vital role in career development in **all** fields/sectors. | ESSENTIAL QUESTIONS   * What does a successful internship experience look like for you? * How does your internship relate to your coursework and future career goals? * What is the role of networking in **your** career development? * What are the main organizations working in your target field? * What additional skills or experience do you need to develop to be prepared for you target post-graduation job? |
| ***Acquisition*** | |
| *Students will know…*   * What their goals for their internship are. * What opportunities there are for full-time employment at their host organization. * What other organizations are working in their target field of employment. * What skills or experience they still need to land their target post-graduation job. | *Students will be skilled at…*   * Identifying their professional strengths and weaknesses. * Succinctly conveying their goals, values, and qualifications through a value statement. * Researching the organizations working in a given field/problem area. * Formulating professional goals and onboarding plans. * Evaluating and reflecting on professional performance. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| See Assessment and Evaluation section below | PERFORMANCE TASK(S):  **Value Statement**  **Informational Interview Project**  **Target Employer List** | |
| See Assessment and Evaluation section below | OTHER EVIDENCE:  **Academic Prompt**  **Goals Statement**  **Student Self-Assessment and Reflection**  **Reflection Component of Informational Interview Project**  **Final Reflection** | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   1. Review assigned readings about identifying professional skills, strengths, and weaknesses (W, E1) 2. Practice identifying skills, strengths, and weaknesses using Skills Assessment tool (not graded) (W, T, E1, facilitates R) 3. Learn about the uses of value propositions/elevator pitches and how to create an effective value proposition (W, E1) 4. Identify a context for sharing own value proposition and craft value proposition (T) 5. Review assigned readings on on-boarding plans and starting strong in new jobs/internships (W, E1) 6. Practice identifying professional goals by revisiting Skills Assessment (W, E1, R, T) 7. Review assigned readings on setting achievable and measurable professional goals (W, E1) 8. Develop goals and submit goals statement (T, W – connection to final reflection and need to reflect on these goals later) 9. Review readings about the basics of networking and its importance (W, H, E1) 10. Basic networking activity still TBD 11. Review readings about informational interviews, their importance, how to conduct them (W, H, E1) 12. Prepare for, conduct, and reflect on informational interview (R, E2, T) 13. Review readings about conducting industry research (W, E1) 14. Basic industry research activity still TBD – likely practice of basic LinkedIn search activity 15. Review readings about strategies/tools for tracking employer research (W, E1) 16. Identify target sector, build target list of employers and submit (T) 17. Review readings on role of self-assessment, reflection, and metacognition in career success (W, E1) 18. Begin thinking about backwards-looking reflection questions (W) 19. Review readings on writing effective reflections (E1) 20. Begin thinking about forward-looking reflection questions (W) 21. Write and submit final reflection (T, R, E2) | | |

**Overall Reflections on WHERETO**

**W (Where and Why) –** I have attempted to make the structure and goals of the tutorial clear to students through setting and sharing clear learning goals, separating the course into modules with clear and specific areas of focus, creating a roadmap for the homepage that outlines all of the modules and their focus, specifying how optional activities build up to the required assignments and specifying how the required assignments build upon each other (when relevant).

**H (Hook and Hold) –** This is the weakest component for this tutorial, though I hope to change that before the final launch. Overall, the “hook” here is getting students to understand how the readings, activities, and assignments for the course relate to their career goals and success. Eventually, I plan to work with the SFS Graduate Career Center to start off each module with statistics emphasize the importance of each of the topics covered in the tutorial, but that may not happen before this launches next semester.

**E1 (Equip) –** While I am still finalizing the selection of readings for each section, the goal is to provide students with readings and resources that reinforce the messages they already receive from SFS GCC programming and provide them with the information and guidance they need to tackle each of the assignments for the course and build the skills they need to succeed professionally. I have also included optional activities in each module of the course that are designed to help students practice and prepare for the graded assignments.

**R (Rethink, Reflect, Revise)** – The entire course is aimed at fostering these activities, getting students to reflect on their internship activities and re-think and revise their career goals and career management strategies. The assignments that particularly focus on reflection are the Informational Interview Project, which has a reflection component, and the final reflection.

**E2 (Evaluate) –** Several optional activities and required assignments for the course are designed to help students evaluate their strengths, weaknesses, and progress toward achieving their goals. From the optional Skills Assessment worksheet to the required Value Proposition, Goals Statement, and Final Reflection, students have a variety of opportunities to evaluate their progress, performance, and areas for improvement.

**T (Tailor) –** While the format of the assignments for the tutorial is not flexible, the content is determined by the students’ internships, their interests, and their professional goals.

**O (Organized) -**  Many of the strategies I used to address the “W – Where and Why” also tackle this aspect of the design, carefully sequencing activities to build upon each other and to match where students are in the semester/their internship experience.

## Tools and Spaces

The primary “space” where this course takes place is in Canvas. As discussed in earlier sections, one factor in the decision to deliver this learning engagement on Canvas was the need to accommodate busy student schedules. Another reason was that Canvas is the primary LMS supported by Georgetown and is a platform that students already use daily for their other courses. However, there are many other reasons why I selected Canvas as the platform for this tutorial.

Canvas provides a host of tools for making the “where” and “why” of the course clear to students and allows for significant customization, including the use of graphics like the ones I have used to help guide students through the tutorial. Hosting the tutorial on Canvas makes it easy for students to move between the many career resources available to them, from this internship tutorial course to the SFS GCC Canvas Course and the International Graduate Student Career Course.

Canvas also has many other features that I have not taken full advantage of. In future iterations of this internship tutorial, I plan to make use of functions to embed multimedia content to help engage students who may learn better through videos and visual representations and concepts. I also plan to significantly improve the tutorial’s accessibility. Before the first iteration of the tutorial launches, I will make small but necessary changes like adding alt-text to all images and making sure all linked PDFs are accessible.

## 

## Assessment and Evaluation

Student learning will be evaluated through five graded assignments, listed below along with assignment instructions and the corresponding learning goals. Each assignment is designed to evaluate student progress toward meeting the learning goals for the course and each assignment includes detailed requirements designed to make expectations clear to the student. Three of the assignments – the value proposition, goals statement, and target employer list will be evaluated based on whether or not they address all components of the assignment. Two of the assignments provide much richer and more nuanced information about student learning and understanding, and as a result, present much more a challenge to evaluate. My research for this learning engagement made it clear that it is necessary to develop clear rubrics for this sort of critical reflection assignment and to share them with students, ideally along with examples of successful reflections. While I have not finalized my rubrics for these two more complex assignments, I am working to develop a 5-point rubric based on both the Integrative Learning VALUE Rubric and the Narrative Reflection Assessment Rubric (NARRA).

**Value Proposition – 15%**

Learning goal measured: Students will learn to identify their professional skills, strengths, and weaknesses.

Assignment: Students will submit a value proposition based on the readings and exercises from Module 1: Clarify. This is a two-part assignment and both parts must be completed to receive full credit. Both parts can be submitted in the same text box submission.

Part 1: Identifying a Context - Identify a situation related to your new internship in which you might share your value proposition and describe this context in one or two sentences.

Part 2: Crafting your Value Proposition - Building on what you have learned in this module, please craft your own value proposition. Your value proposition should be 2-3 sentences long and should clearly and concisely convey your professional skills, experience, and interests.

**Goals Statement – 20%**

Learning goal measured: Students will learn to formulate professional goals and onboarding plans.

Assignment: In 300-500 words, students will outline their goals for their internship and explain how these goals relate to their course of study and longer-term career goals. A successful goals statement will be tailored to the student’s specific profile of strengths, weaknesses, and interests and will specify at least one specific goal in each of the following five areas:

* Regional Expertise
* Technical Skills
* Innovation and Initiative
* Communication
* Networking and Relationship Management

**Informational Interview Project – 20%**

Learning goal measured: Students will learn how to network effectively and understand how networking can help them achieve their career goals.

For this project, students will need to:

1. Schedule an informational interview with a full-time colleague at their internship organization
2. Prepare a targeted list of questions for the interview
3. Conduct the interview
4. Write and submit a reflection of approximately 300 words discussing their experience, along with a copy of their list of questions.

**Target Employer List – 15%**

Learning goal measured: Students will improve their understanding of regionally-related professional opportunities in their sectors of interest.

Assignment: For this assignment, students will need to identify the particular industry or problem area in which they would like to pursue further career opportunities (e.g. human rights in Russia and Eurasia, development in Central Asia, political risk consulting, intelligence). Once they have identified their area of interest, students will use LinkedIn and other industry research tools to build and submit a list of 5-8 employers who work in this area.

**Final Reflection – 30%**

Learning goal measured: Students will learn to think critically about how they might utilize their regional expertise in their careers.

Students will submit a critical reflection of 500-750 words on their internship experience. The reflection should include a discussion of the student’s progress toward meeting the goals outlined at the start of the semester, the relationship between their coursework and their internship, and the role their internship experience will play in their further career development. While writing their reflection, students should consider the following questions:

* What skills or knowledge from your coursework helped you succeed in your internship?
* Did you achieve the goals you set at the beginning of the internship?
* Did your internship experience reveal any unexpected gaps in your skills or experience?  Were you able to build those skills/experience during the internship, or do you still need to work on those areas?
* What networking experiences did you have during your internship? What types of networking seemed most effective for you and your goals? How do you see yourself incorporating networking into your job search?
* What did you find most challenging about your internship? What did you find most engaging or fulfilling?
* How did this internship experience help you refine your long-term career goals? Do you want to pursue further employment opportunities with this organization or in this same sector? If so, what did you learn about opportunities for full-time employment? If not, what other fields/sectors would you be interested in exploring next?
* Did explore using any of the optional tools and resources in this tutorial (a 30-60-90 day onboarding plan, Cognaction Employer Tracker, etc.)? What worked for you and what didn't?

# **Annotated Bibliography**

Ash, S. & Clayton, P. (2009). “Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning.” *Journal of Applied Learning in Higher Education* 1, 25-48.

This article presents a clear and compelling case for the importance of incorporating critical reflection into applied learning experiences like the internships pursued by students in this tutorial and was highly influential in my decision to emphasize reflection in the assignments for this course.

Alsina, A., Ayllon, S., & Colomer, J. (2019). “Validating the Narrative Reflection Assessment Rubric for reflective narratives in higher education.” *Assessment & Evaluation in Higher Education* 44:1, 155-168.

This article examines the development, use, and validity of the NARRA rubric in teacher pre-service education. Two significant takeaways from this article have shaped my thinking about the design of this course as it stands and improvements I would like to make before launching the tutorial. First, the discussion of learning as an “alternation between ‘action’ and ‘reflection’” (155-156) prompted me to re-imagine the order of activities and assignments for the course to incorporate activities and assignments that reflect this cycle of action-reflection-action.

Alsina, A., Ayllon, S., Colomer, J., Fernandez-Pena, R., Fullana, J., Pallisera, M., . . .Serra, L. (2017). “Improving and evaluating reflective narratives: A rubric for higher education students.” *Teaching and Teacher Education* 63: 148-158.

This article was highly influential in the design of the assignments and rubrics for this tutorial. In particular, this article helped me understand the importance of having students clearly identify the contexts for their reflections. Reading this article prompted me to alter the Value Proposition assignment to require students to identify and describe a context in which they could share their value proposition.

McGuire, S. Y. (2015). *Teach Students How to Learn.* Sterling, VA: Stylus Press.

McGuire provides a detailed and thoughtful set of strategies for enhancing student learning. Much of her guidance is derived from her experience teaching undergraduate science classes and running the Learning Skills Center at Cornell, but her strategies can be applied to a wide range of courses and I found her approach very helpful in shaping the design of this tutorial. In particular, her in-depth focus on metacognition helped to convince me of the importance of empowering students to be active participants in learning. Some of the specific strategies from *Teach Students How to Learn* that I have incorporated into this tutorial include: giving clear expectations, providing early opportunities for success, and providing targeted feedback and rubrics (86).

O’Neill, N. (2010). “Internship as a High-Impact Practice: Reflections on Quality.” *Peer Review* 12: 4, 4-8.

O’Neill’s brief article was highly influential in the initial design of this tutorial, as I tried to understand what makes some internship experiences more impactful and engaging. Her summary of the defining characteristics of high-impact practices and how they relate to internships played a significant role in shaping the focus of activities in this course. I aimed to design this tutorial in a way that would help students in *any* internship turn their experience into an impactful one.

Wiggins, G. & McTighe, J. (2005). *Understanding by Design, 2nd Ed.* Alexandria: ASCD.

I relied heavily on this book throughout the process of designing and refining this tutorial. In particular, the process of completing the template included in this document drove many of the decisions about how to structure this course. The thoughtful discussions and guidelines in this book have also shaped my understandings of the shortcomings of the tutorial as it currently stands and the areas that need further improvement before this is ready to launch – in particular, the need to better address the “H” in WHERETO to “hook” and engage students.