

International Sustainable Development Studies Institute

สถาบันการศึกษาการพัฒนาที่ยั่งยืนนานาชาติ

Internship

Short Name: Internship

Credits: 4

Contact Hours: 120

- Lecture Hours: 30
- Internship Hours: 180 (2:1 = 90)

Course Description

The purpose of the internship is to involve students directly in the local culture. Topics for an internship may focus on issues relevant to the interests of the student, including topics such as sustainable development within Thailand, health care, environmental conservation, or a particular aspect of Thai culture/society. All research projects must include significant cultural integration—working with a local organization, interviewing local people, or participating in local activities

Internship placements of interest may include local organizations working on environmental issues, human rights, development, ecological research, or other social issues. Students can refer to ISDSI's website (www.isdsi.org) for a list of organizations that ISDSI has already vetted and approved as suitable for internships, benefiting both the organization and the student.

Students are expected to spend at least 30 hours/week at their Internship

Course Objectives

The objectives for this course are to:

- understand ideas, concepts, ethical standards, and theories related to the internship organization and community served by the organization;
- gain professional competencies such as intercultural communication, interpersonal skills, problem-solving and decision-making;
- strengthen self-confidence, self-esteem, independence, and self-awareness; and
- Develop Thai communication skills.

Methodology

The goals of this course are to provide students with an opportunity to apply what they have learned in a real-world situation, as well as to help them develop better cross-cultural and practical skills.

The internship course focuses on direct engagement with a local organization and community through (a) interactions and discussions with on-site organization staff and participants; (b) structured analysis, discussions, and presentations on the experience; and (c) consultations with faculty during the placement and paper writing.

During the on-site portion of the course, ISDSI instructors are available through email and in-person meetings with the students, both during the site visit as well as meeting at ISDSI.

Previous to the internship placement, students will meet with the internship coordinator to finalize their placement and research options. This will include both establishing rapport in the field and cross-cultural learning.

Students will write a proposal about their placement and their specific focus of study. This will be 2-3 pages long and due at the end of the first week of the internship phase.

The internship involves a placement with a local organization and living in a local community. Students will keep a field notebook describing their experiences, participate in the hosting organization and community's activities as appropriate, and write a final paper. The internship is focused on the specific organization, with the paper written as a topical case study—examining how the organization deals with an issue in sustainable development of interest to the student.

The final seminar in the last week of the program is focused on reflection, peer-to-peer learning, and discussions of skills gained throughout the internship experience.

Grading and Assessment

Course Component Details	%
Participation	
This means being an active participant in classes and seminars, contributing meaningfully to the discussions, questions, and ongoing learning.	5
Proposal	
All students will write a 2- to 3-page proposal focused on their hosting organizations. The proposal should address the topic of study in a form of research question, the objectives of the study, a detailed description of how students are going to gather information, potential challenges and personal rationale.	10
Work performance assessment	
An assessment of the students overall work performance by the host development organization, including assigned task responsibility, participation, cross-cultural skills, adaptability and learning attitude.	15
Weekly email update / peer internship meetings	
Once a week you must meet with a group of your peers to talk about your research progress and brainstorm ways forward together.	5
You are required to send a brief email update to the project advisor, your email should include: A.Update: describe where you are in your internship, give an update on progress of work and activities with the organization thus far. Describe how your project plans/ topics/ questions are changing and/ or developing. Any questions about your case study? B. Peer Project/Research Meeting Update: - Identify two ideas you received from your peer meeting that you will implement into your project process. - Explain one suggestion you gave to your peer for their project. - Explain one difficulty you are facing in terms of your project that you shared with your peer.	
Field notes	
Daily field notes should have two parts: Daily Entries and Reflection Essays . Students must clearly label all materials.	20
1. Daily entries will consist of two parts: a “time log” and “descriptive entries.” The “time log” is a brief description of what happened (Date-Time-Location-Activity). The “descriptive entries” are a record of informal conversations/interviews, observations, and site descriptions from the field experiences. Students’ descriptive observations will enable them to provide the illustrative detail that gives human interest and credibility to their interpretations. Each daily entry should be at least 1 page.	
2. Reflection Essays should begin to identify patterns that give meaning, order and predictability to your particular cultural scene. These entries will serve as a first attempt to analyze the study and can be used in the final paper. Students are expected to have at least five (5) Reflection Essays. Each Reflection Essay should be 2 pages.	
Draft of final paper	
Students will submit a draft of their final paper to the instructors one week before the final presentation.	10

Course Component Details	%
Final presentation	10
<p>This seminar is conducted at the end of the semester. This provides an opportunity for students to share experiences from their research site. The final presentation should be delivered to the entire group, accompanied by well-prepared slides, and should not exceed a duration of 10 minutes.</p>	
Final paper (15 pages)	25
<p>The internship paper primarily constitutes a detailed case study of the placement organization, with an emphasis on the specific issue the organization is addressing. The final paper should be structured as follows:</p> <p><u>Introduction to the organization:</u> Provide essential details about the organization, including its name, location, size, type, history, mission, working target area, structure, policies, and project activities. Highlight how these aspects contribute to addressing the identified issue.</p> <p><u>Your involvement:</u> Detail your roles and responsibilities during the internship, including information about your supervisor, the general atmosphere, and interactions with co-workers. Emphasize any cross-cultural experiences that were significant during your time there.</p> <p><u>Case study:</u> Present the topic of study within the organization, offering context, purpose, and its relevance within the field of sustainable development. Discuss the methods employed, the findings obtained, and the conclusions drawn from your case study.</p> <p><u>Acquired knowledge:</u> Share insights into the knowledge and new skills you gained during the internship and explain how these contribute to your academic growth and future goals. Discuss what you learned about broader issues within the context of sustainable development, particularly in relation to the host organization's work.</p>	
Total	100

Course Readings and Schedule

Students are expected to conduct independent research and read materials related to their agency and/or research project. Additional readings may be assigned during the course to help prepare students for the field portion of the course. We will use reading from the following text:

Mack, N. et. al. *Qualitative Research Methods: A Data Collector's Field Guide*, Family Health International, 2005

WEEK 1:

- Orientation to Thailand and seminars on Thai culture (1:00 PM to 4:00 PM)
- Basic Thai language classes (8:30 AM - 11:30 AM)
- Get familiar with host organization
- Finalize roles and responsibilities
- Finalize research proposal
- Journal writing
- Friday, January 10: Peer internship meeting and email update
- Reflection essay #1

WEEK 2:

- Peer internship meeting and email update
- Journal writing
- Reflection essay #2

WEEK 3:

- Peer internship meeting and email update
- Journal writing

WEEK 4:

- Peer internship meeting and email update #3
- Journal writing
- Reflection essay #3

WEEK 5

- Mid-Course Seminar to review progress
- Peer internship meeting and email update
- Journal writing
- Reflection essay #4

WEEK 6

- Peer internship meeting and email update
- Journal writing
- Reflection essay #5

WEEK 7: February 3 to 7, 2025

- Peer internship meeting and email update
- Journal writing

WEEK 8

- Wrap up at internship site
- Final paper due on Friday
- Field journal handed in on Friday
- Presentation of Internship and research paper on Friday

Course Policies

Attendance Policy

Students are expected to be on time and attend all classes. If you are ill or otherwise need to miss a class, please inform your instructor or teaching assistant.

Late Submission Policy

A submission is labeled late when it has been submitted past the due date established in the course syllabus. This policy affects all the assignments in the course.

For each day late - 5% of the assignment's grade.

In addition, for 1 to 3 days late, the student will receive less feedback and comments than submissions that were on time. For 4+ days late, the student will not receive comments or feedback.

Extensions Policy

Students may request an extension for an assignment. The request must be communicated by email to the lead instructor and the internship coordinator, more than 1 day before the assignment is due. Extension requests on the due date, without a legitimate reason, will not be considered for review.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in ISDSI courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action.

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Grading Standards

Letter grade	Score or percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	Achievement that is significantly above the level necessary to meet course requirements.
B	83–86	Achievement that is significantly above the level necessary to meet course requirements.
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	Achievement that meets the course requirements in every respect.
C	73–76	Achievement that meets the course requirements in every respect.
C-	70–72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67–69	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D	60–66	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete.