

Learning by Doing: Challenging but Successful

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Abstract

Learning by doing is a common method for teaching others how to do certain tasks or develop skills. For example, teaching a child to ride a bike is not done by talking to the child about the mechanics of the bicycle and explaining the importance of balancing the bike. Rather the child needs to actually learn by doing even if it means falling off several times before mastering the task. When it comes to academia, the same applies. Experiential learning opportunities such as internships and simulations are primary vehicles for students to learn by doing. Students benefit from gaining hands-on experience, developing or honing a particular skill set, and acquiring a deeper understanding and appreciation of the subject matter at hand. This type of learning also has benefits that go beyond the immediate course environment and extend to future practical life and career applications. Unfortunately, there are relatively few opportunities for students to learn by doing. As such, this paper aims to discuss the utility and practicality of experiential learning by using examples from an upper-division simulation course and internship courses in political science at a state flagship university. A deep dive into how these courses were designed and student performance provides insight into both the challenges and successes encountered in a learning-by-doing environment.

Keywords: experiential learning, internships, simulations, learning objectives, assessment

Introduction

The concept of “learning by doing” was woven throughout the 2024 APSA Presidential Task Force’s report, *Rethinking Political Science Education*, which offered recommendations on how to structure undergraduate programs to meet the changing needs of current and future students. For example, the Task Force recommended content, skill-learning, and value objectives to be incorporated into the curriculum and to integrate high-impact practices like experiential learning opportunities to aid in meeting these objectives. In doing so, students would attain the necessary skills to become active and engaged citizens, as well as, employable after graduation. These recommendations are logical when considering internship and simulation-based courses offer students opportunities to apply content/theory to actionable tasks, which leads to a “working knowledge” and appreciation of the nuances experienced through real-life applications. Not only are learning objectives being met but students are also meeting skill-learning objectives as they hone communication, networking, leadership, analytical, and technical skills, which are valuable in a challenging job market.

“Internships, simulations, service-learning, problem-based learning, independent research, and study abroad experiences are high impact practices that, if well-constructed, promise to foster in students the knowledge, skills, and dispositions necessary for participatory democratic engagement” (pgs. 25-26).

It is important to note the condition the Task Force issued in the statement above, “if well-constructed.” While experiential courses like simulations and internships have the potential to advance students' knowledge and skills, the process of designing a *well-constructed* course can be challenging. Sometimes it takes numerous attempts at designing courses in an effort to achieve optimal outcomes. It is for this reason, that sharing our experiences in designing courses

following the Task Force's recommendations is the next crucial step, which is the purpose of this paper. Using two types of experiential learning courses, one a simulation course and the other an internship course, that were taught over three semesters I address the following questions:

1. What does it look like to incorporate content and skill-learning objectives into experiential learning courses?
2. How is success in meeting these objectives measured and to what extent is success achieved?
3. What were the challenges, successes, and lessons learned?

By sharing practical experiences in applying these recommendations, I hope to further the conversation on best practices in designing experiential learning courses. Furthermore, considering students' perceptions of how these "learning by doing" opportunities support the learning process and experience provides additional support for the utility of experiential-based courses.

The Simulation Course Experience

If well-designed, simulations can offer students a comprehensive learning experience where students have an opportunity to learn by doing. By applying theory and concepts to lifelike situations, there is an opportunity for students to become more engaged with the subject matter thereby deepening their overall learning experience while also allowing for skill development (Clark and Scherpereel, 2024; Jenkins, 2010; Wedig 2010). In this example, I am using a simulation-based course that simulates the legislative process in the state senate, which was taught in the spring semesters of 2022, 2023, and 2024.¹

¹ There was a total of 10 students in the spring 2022 course; 8 students in the 2023 course; and 9 students in the 2024 course. All were political science majors except for two.

Course Design

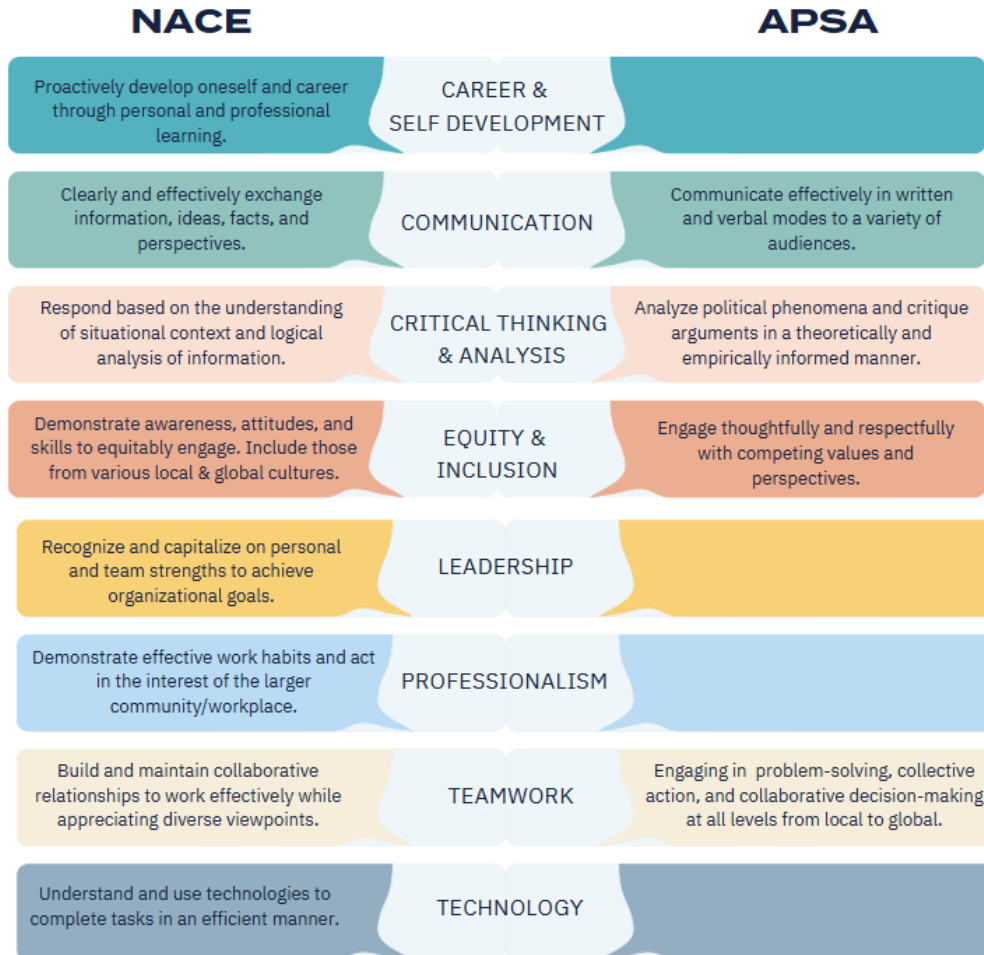
Designing experiential learning opportunities for optimal effectiveness involves offering academic credit, connecting the experience to content learned in the traditional classroom environment, and student reflection on the experiential learning activity (ASPA, 2024; Van Vechten, 2021). This course was structured to meet these guidelines as follows:

- students earn 1 academic hour of credit;
- students connect and apply content with a variety of written and hands-on simulation assignments and activities; and
- complete a survey at the end of the semester to reflect on their experience in the simulation.

Incorporating Content & Skill-Learning Objectives

This simulation is structured so that students have an opportunity to develop or improve specific skills that will be beneficial to them as current students as well as prepare them for the workplace. The APSA Task Force (2024) identified several skills important for a life of engaged citizenship, which are similar to the skills the National Association of Colleges & Employers (2024) identified as being needed for students to be successful in the workplace. A general overview of these skills is illustrated in Graphic 1.² The assignments for the simulation target all of the skill categories with the exception of technology.

² See Appendix A for greater explanation of career readiness skills identified by NACE (2024) and APSA (2024).

Graphic 1: *Career Readiness Skills Identified by NACE & APSA*

Pre-simulation assignments are scaffolded so that each assignment builds on the previous assignment. Students are not only learning and applying content, but they also performing tasks to further develop specific skills as outlined in Table 2. First is the *Get to Know Your District*, where students learn who they represent and the critical issues facing their district - both of which are needed in writing legislation favorable to their district. Furthermore, this assignment is crucial for understanding both the partisan and ideological leanings of their constituents, which will be needed later on in the floor debate portion of the simulation. Next, students submit a rough draft of their legislation and engage in a peer review process. The peer review process is beneficial for three specific reasons. For one, the reviewer has an opportunity to compare the

effort, creativity, and completeness of the work of his/her peers. From this observation and comparison, the reviewer may realize additional work is needed on their legislation and has time to make necessary improvements. A second benefit stems from the reviewer providing written comments back to their peer regarding the accuracy, clarity, and thoroughness of information as well as the feasibility of the legislation. These written comments require the reviewer to engage in critical thinking, reconcile assignment requirements with the legislation they are reviewing, and communicate their thoughts effectively and respectfully back to their peer. Lastly, the peer benefits from having an opportunity to hear feedback and make necessary adjustments to improve their legislation before turning in the final draft.

Once students complete the pre-simulation assignments, the class is ready to move into the actual simulation phase. Students are given their committee assignments and then have an opportunity to seek a leadership position such as committee chair, president of the senate, and president pro tempore. Once students know their roles within the simulation, the remaining class sessions are student-led by those assuming leadership roles. The class starts with a set number of class sessions devoted to committee deliberations and then on to floor debate. The committee deliberation class sessions involve committee chairs leading their respective committee meetings. To facilitate greater student participation and reflection, students must also submit a committee report detailing information on the legislation and action taken by the committee before leaving each class session. The next phase of the simulation is the floor debate where students who were elected to leadership positions are responsible for carrying out floor debate procedures. Students are expected to be knowledgeable of each bill on the agenda and to engage in questioning and debating the contents of every bill. To ensure students are prepared for these debates, students are required to submit a floor debate worksheet in advance of the class session,

which has students summarize the main point, pros/cons, and raise questions about each piece of legislation. In the committee deliberation and floor debate sessions, students are expected to act professionally and follow the rules of conduct passed by the actual state senate. Students engage in critical thinking, teamwork, communication, and leadership opportunities as they work through the details of legislation, identifying potential problems, addressing issues of equity, and defending/opposing legislation.

Table 2: *Content & Skill Objectives by Simulation Assignment*

	Pre-Simulation		Simulation	
	<i>Get to Know Your District</i>	<i>Writing & Peer Review of Legislation</i>	<i>Committee Deliberation</i>	<i>Floor Debate</i>
<i>Content Objectives</i>				
State politics and legislative process	✓	✓	✓	✓
<i>Skill-Learning Objectives</i>				
Communication	✓	✓	✓	✓
Critical Thinking & Analysis	✓	✓	✓	✓
Teamwork		✓	✓	✓
Leadership		✓	✓	✓
Career & Self-Development	✓	✓	✓	✓
Professionalism		✓	✓	✓
Equity & Inclusion	✓	✓	✓	✓

Challenges

It is difficult to perfect a class on the first few attempts, and this class is no exception. There were two notable challenges experienced that warranted revisions to the course design.

Challenge 1: Engagement Lag

The pre-simulation assignments were used for two semesters of this course and successfully achieved the goal of having students submit creative and original legislation that would be used during the simulation portion of the course. However, the transition to the first phase of the simulation (committee deliberation) proved difficult for several students. In

observing each committee, I noticed several students were hesitant to engage and were not actively participating in the requirements of the simulation. These students did demonstrate greater engagement after a couple of class sessions, but the lag in engagement at the outset of the simulation was worrisome as it slowed down the progress of committees and weakened the effectiveness of this portion of the simulation. In retrospect, the hesitancy in participating in the first phase of the simulation was likely due to minimal student engagement with one another in the early, pre-simulation assignments. While students were able to engage with one another in the peer review process, they were not verbally communicating and connecting with one another. To remedy this concern, the course was revised in the third semester so that the *Getting to Know Your District* assignment was replaced with two separate assignments that focused on problems facing the state and then problems facing the district as noted in Table 3. Each assignment required students to discuss the demographics and partisan leaning of their constituents but also required a greater focus on problems encountered at both the district and state levels. More importantly, class time was devoted to discussing what the students found during their research. Each student gave an overview of the problems found and then all students were required to verbally respond to what the student had presented. Therefore, there was ample engagement and verbal communication by 100% of students on multiple occasions. This change was a noticeable improvement in establishing communication and engagement norms for the course early in the semester, which had a positive carryover effect on the simulation as the previous engagement lag in the committee deliberation phase was not noticeable after this revision to the pre-simulation assignments.

Table 3: *Revised Pre-Simulation Assignments*

	Pre-Simulation			Simulation	
	<i>State Problems Report</i>	<i>District Problems Report</i>	<i>Writing & Peer Review of Legislation</i>	<i>Committee Deliberation</i>	<i>Floor Debate</i>
<i>Content</i>					
State politics and legislative process	✓	✓	✓	✓	✓
<i>Skills</i>					
Communication	✓	✓	✓	✓	✓
Creative Thinking			✓		
Critical Analysis	✓	✓	✓	✓	✓
Teamwork			✓	✓	✓
Leadership			✓	✓	✓
Career & Self-Development	✓	✓	✓	✓	✓
Professionalism	✓	✓	✓	✓	✓
Equity & Inclusion	✓	✓	✓	✓	✓

Challenge 2: Attendance & Participation

In the spring of 2022, the attendance rate during the simulation phase of the class was approximately 85%.³ While this attendance may not sound low, it is problematic for this course where each of these class sessions was 100% student-led. Since attendance and active participation are key components of a successful simulation, it was necessary to rethink and adjust the attendance and participation policies to promote high levels of student engagement and deter absenteeism.

To address this challenge, there were changes to the syllabus to encourage greater attendance and participation for each semester as noted in Table 4. In the spring of 2022, the policy allowed students to earn participation points for being active participants for each day of the simulation. The participation grade was based on instructor observation during the committee deliberation and floor debate portions of the simulation.

³ Attendance rate based on 80 observations (8 class sessions of 10 students) with 12 observations of absences.

The following year the syllabus incorporated both an attendance and participation grade, which limited absences and encouraged students to stay on task during the simulation. A penalty was imposed on students based on the number of absences incurred during the simulation. For example, if a student had a final average of a B+ but had incurred 3 or more absences then the grade would automatically drop to a B. Participation was measured by observing student's degree of participation in simulation activities and submitting written assignments coinciding with the simulation activities. For example, during the class sessions devoted to committee deliberations, students had to submit a committee report based on the legislation reviewed in that specific class session. If a student were to miss the class session then the student would receive a mark for being absent plus the student would receive a grade of zero for the committee report. The same applied in the floor debate portion of the simulation. Students had to submit notes on the legislation that would be debated in a given class session but if the student did not attend the actual floor debate then the student would not receive full credit for the assignment and would receive a mark for being absent. Since students could potentially be penalized twice for not attending the committee and floor debate portions of the simulation, there was a deterrence to missing as noted by the attendance rate increasing to 91.6%.⁴ In 2024, an attendance and participation policy continued to be used resulting in an attendance rate of 90.4%.⁵

⁴ Attendance rate based on 72 observations (9 class sessions of 8 students) with 6 observations of absences.

⁵ Attendance rate based on 63 observations (7 class sessions of 9 students) with 6 observations of absences.

Table 4: Attendance & Participation Policy

	Spring 2022	Spring 2023 & 2024
<i>Attendance Policy</i>	Daily attendance did not factor into the final grade.	Attendance recorded and automatic grade reduction based on the number of absences.
<i>Participation Policy</i>	Participation grade is based on actively engaging in simulation and class activities as demonstrated by asking questions, conversing with committee members, engaging in debate, etc.	Participation in committee deliberation and submitting written committee reports. Participation in floor debates and submitting written floor debate notes.
<i>Attendance Rate</i>	85%	91.6% - 2023 90.4% - 2024

Assessing Student Learning & Skill Development

To what extent did students learn and develop skills identified at the outset of this paper? To answer this question, I consider first the degree to which students met the objectives for the written assignments and follow with a look at the perception students had regarding how the assignments and activities had a positive impact on their learning experience. While these two means of assessment may not be definitive, they do shed some light on student performance and perception of the simulation.

The first assignment(s) of each semester required students to engage in research of their assigned district and the state; critically analyze data/information gathered; and effectively communicate their findings.⁶ Grades were based on the degree to which students demonstrated competency in these areas. The average scores on these assignments for all three courses were in the A range signaling support for student learning and skill development. Based on the research conducted in this assignment, students were to formulate original legislation that addresses a problem area within the state. This assignment required students to engage in research to gather

⁶ This assignment is the Getting to Know Your District assignment for 2022 and 2023 while the assignments focusing on the problems of the state and district are used for 2024.

data and information; critically analyze the information gathered; think creatively about how to solve the problem based on their analysis; and clearly and convincingly write legislation. The degree to which students demonstrated competency in these areas is positive as the average class grade for each semester is in the A range.

Table 5: Average Grades

	District/State Research	Legislation
	<i>Written communication Oral communication Critical analysis</i>	<i>Written communication Critical analysis Creative thinking</i>
Spring 2022	95%	91%
Spring 2023	98	94
Spring 2024	98	96

Data from student surveys in the spring of 2022 and 2024 provide additional information for a student's perspective on the degree to which assignments impacted their learning experience.⁷ The results noted in Table 6 reveal a majority of students perceived each assignment to have played a role in positively impacting their overall learning experience. A similar pattern emerges between the two surveys. In both 2022 and 2024, more students perceived the writing legislation assignment and committee deliberation activity to have a positive impact on their learning experience in comparison to the two other assignments. In the 2024 survey, students were also asked to rank the assignments concerning how much they enjoyed each assignment/activity. Participating in floor debates was enjoyed the most by 78% of students and researching their district was enjoyed the most by 22% of students. As such, it appears that while there were not as many students who linked these two assignments to positively impact their

⁷ 2022 Survey were asked to rate each assignment on a scale from 1 to 5 with 1 having the least impact and 5 having the most impact on their learning experience. Percentages are based on responses of a 4 or 5. The 2024 survey results are based on students agreeing or strongly agreeing with each assignment positively impacting their learning experience.

learning experience, these assignments were the top two activities that students enjoyed completing.

Table 6: *Positive Impact on Student's Learning Experience*

Assignment	2022	2024
Researching District/State	75%	89%
Writing legislation	88%	100%
Participating in committee deliberations.	88%	100%
Participating in floor debates.	75%	89%
	N: 8	N: 9

The Internship Course Experience

Similar to simulation-based courses, internships allow students to connect and apply knowledge to real-life situations while honing marketable skills. There are also notable benefits related to academic success and career preparation. Internships expose students to nuances of a given career field, which can support or challenge a student's desire to continue pursuing that career. As noted by Maertz, Stoeberl, and Marks (2013), the knowledge gained by spending time with professionals may translate into "pursuing better person-organization and person-job fit earlier in one's career" (p 126). Internships can also advance student's academic achievements and degree completion (Bradburry and DeMario, 2019; Knouse, Tanner, & Harris, 1999) and assist in career placement and salaries (Gault, Redington, & Schlager 2000).

While the value of internships is widely accepted, how can internship courses be designed to ensure content and skill-learning objectives are being acquired? In this example, I use the political science internship course from the spring, summer, and fall semesters of 2024 to discuss the course design and the extent to which content and skill-learning objectives were

achieved by considering cumulative grades, student intern survey responses, and employer intern evaluations.⁸

Course Design

This internship course is graded and structured so that the work experience along with complimentary written assignments, which aligns with prior scholars' arguments that an academic component is needed in internship courses to ensure students are learning while gaining experience and skills (Berg, 2021; Clucas, 2021; Lowenthal and Sosland, 2021; Lucas, 2024). Students taking the internship course can earn 1 to 6 hours of academic credit depending on the total number of hours the student is expected to work. The grade for the internship course is based on the student satisfying the time and task requirements noted in the internship agreement as well as completing written assignments as outlined in Table 7. Students are expected to engage in activities/tasks related to a majority of the skill-learning objectives noted earlier. However, the skills acquired/honed may vary depending on the type and scope of the internship experience.

There are five written assignments designed to help students connect content with their work experiences while also facilitating further skill development.

1. *Internship Goals*: Students submit a paper discussing what they hope to learn or gain from the internship experience. Student must identify at least 5 goals related to their personal or professional development and explain why they believe these goals are important for future success.

⁸ See Appendix B for information on student internship placements.

2. *Book Report*: Students select one literary work that directly relates to their internship experience and submit a written report discussing how the content of the book directly relates to their internship experience.
3. *Portfolio*: Students provide three examples of tasks/projects completed during the internship, write a synopsis explaining each example, and discuss what the student learned in the process of completing each task/project.
4. *Reflection Journal*: Students chronicle the internship experience by submitting a series of journal entries reflecting on the activities/responsibilities experienced and relating them to their skill development, changes in attitudes/interests, observations about professional/ethical behaviors in the workplace, and so on.
5. *Final Presentation*: Students write a paper or record a video reflecting on their internship journey by thinking about what they knew before the internship versus what they know now. Students are invited to use the following questions to help guide them in constructing this final assignment:
 - Based on the goals identified at the outset of the semester, discuss whether or not these goals were met and how.
 - What were the most important contributions of this internship to your education?
 - Did you learn any new skills as a result of this internship?
 - Could this internship help you in finding a job?
 - Do you feel the internship was valuable and why?

A selection of content and skill-learning objectives for each assignment are outlined in Table 7. The teamwork and leadership skill-learning objectives are typically more relevant to the actual work experience rather than the written assignments. A majority of the skill-learning areas

are associated with all of the written assignments. It is worth noting all assignments have designated due dates throughout the semester, which allows for periodic check-ins to ensure the internship experience is going as expected.

Table 7: Content & Skill Objectives by Internship Assignment

	Graded Written Assignments					Internship Experience Work Tasks & Responsibilities
	<i>Internship Goals</i>	<i>Book Report</i>	<i>Portfolio</i>	<i>Reflection Journal</i>	<i>Final Presentation</i>	
<i>Content</i>						
Connect content		✓	✓	✓	✓	✓
<i>Skills</i>						
Communication	✓	✓	✓	✓	✓	✓
Critical Thinking & Analysis	✓	✓	✓	✓	✓	✓
Teamwork						✓
Leadership						✓
Career & Self-Development	✓	✓	✓	✓	✓	✓
Professionalism			✓	✓	✓	✓
Equity & Inclusion		✓	✓	✓	✓	✓

Assessing Student Learning & Skill Development

There are three measures used to consider the success of the internship course and the extent to which the internship experience and course assignments promoted content and skill learning: final grades; student survey responses; and performance evaluations by employers.

As for final grades, every intern from each semester earned a passing grade in the course meaning they submitted and met the expectations for each writing assignment; completed the necessary number of hours to be worked; and received a positive performance evaluation from their direct supervisor.

Since grades are not as informative when assessing the skills learned, survey responses from interns as they finished the internship course are used to gain better insight as to the extent to which they found the internship experience and course requirements meaningful or beneficial (Lowenthal and Sosland, 2021). The survey responses reported in Table 8 reveal positive perceptions by students with 100% of student interns agreeing/strongly agreeing they were satisfied with the hands-on experience encountered; would recommend the internship to other students; and helped them improve/develop problem-solving skills. Over 90% of student interns agreed the internship was a valuable experience and helped to improve their communication skills. While there were 77% of interns who agreed their internship allowed for networking opportunities, there were 23% of interns who neither agreed or disagreed with this statement. More than likely, this is due to the type of internship or responsibilities the student encountered.

Table 8: *Internship Experience from Students' Perspective*

<i>Statement</i>	<i>Agree/Strongly Agree</i>	<i>Neither Agree/Disagree</i>
Generally speaking, I am satisfied with the hands-on experience I encountered during my internship.	100%	
Given my internship experience, I would recommend to other students that they should complete an internship.	100%	
My internship experience allowed for networking opportunities.	77%	23%
My internship experience has helped me to develop or improve my problem-solving skills.	100%	
My internship experience has helped me to improve my communication skills.	92%	8%
My internship experience was a valuable experience.	92%	8%

N: 13

While students may reveal positive attitudes towards their internship experience, there is still the question of the employer's perspective. At the end of each semester, each intern must have their direct internship supervisor complete an evaluation form that assesses the student's

attitude towards work; work initiative; quality of work; adaptability; dependability; teamwork; communication; and ability to receive criticism. The results of the employer's evaluations in Table 9 reveal positive evaluations of their interns' performance with 82% of employers giving an outstanding overall performance rating and 18% giving a very good overall performance rating.⁹ These evaluations also provide additional support for interns' skill development in the areas of communication and teamwork with 78% of employers stating their interns demonstrated an outstanding relationship with the public and 82% stated interns were good team workers and were well-accepted.

Table 9: *Internship Experience from Employers' Perspective*

Attitude towards work: very enthusiastic	90%
Work Initiative: Recognizes work to be done	80
Quality of Work: Always does neat, accurate work.	100
Adaptability: Reacts very quickly to new situations.	73
Dependability: Meets obligations, and needs little supervision.	73
Cooperative: Good team worker, well-accepted, tactful.	82
Public Relations: Outstanding relationship with the public.	78
Criticism: Accepts constructive criticism well.	67
Overall Performance: Outstanding/Very Good	82/18

Concluding Remarks: Lessons Learned

As supported by APSA's Task Force Report (2024), "learning by doing" is an essential practice for advancing knowledge acquisition while developing and honing skills. The two experiential learning courses that were used as examples in this paper had the same two goals: enhance the learning experience through hands-on applications and develop a valuable skill set to prepare students for a challenging job market post-graduation. These goals follow the suggested recommendations by APSA's Task Force by integrating content and skill-learning

⁹ Agencies for two student interns submitted different evaluation forms and are not included.

objectives and incorporating high-impact practices like experiential learning courses to facilitate meeting these objectives. While constructing, teaching, and reflecting on my experience with these courses the following lessons have been learned:

- Designing experiential learning courses is *challenging*. It takes time to learn what works and what doesn't. We must pay attention to challenges in our courses, document successes/failures/concerns while conducting the courses, and thoughtfully redesign courses to address these challenges.
- For simulation courses, it is important to set a precedent for student engagement very early into the semester. Creating a graded assignment within the first couple of weeks that requires students to communicate and work together not only serves as an icebreaker but it also allows students to understand the level of participation and engagement that is required for the simulation.
- It is important to ask students about their experience in these types of courses. It is common to have course evaluations at the end of the semester, but those ratings are usually very broad and generic. Allowing students to complete an additional course evaluation that is specific to the activities and learning objectives provides important information on the course structure and assignments as well as how both relate to the student's perception of the learning experience.
- In these two course examples, students appear to meet the content and skill-learning objectives set forth. Survey responses reveal majority of students find these types of opportunities as rewarding and beneficial to their learning experience. The grades earned in both classes were also positive indicators of meeting content and skill-learning

objectives. However, additional metrics for assessing the degree to which students are meeting content and skill-learning objectives would be helpful.

- If well-constructed, experiential learning courses can be a *successful* and rewarding experience for students as well as faculty. While students benefit from content and skill learning opportunities, I realize that I benefited from these experiences too. It is much easier to connect with students because the student-professor relationship is slightly different in these types of courses. There are more one-on-one conversations with each student. There is a subtle shift away from a teaching role to more of a mentoring role while guiding students through hands-on activities/tasks or internship check-ins to see how the student is doing. This greater connection and watching students put into practice what has been taught in the classroom makes for a truly rewarding experience from the professor's perspective.

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Appendix A: NACE Career Readiness Skills and APSA Skill Objectives

NACE

- Career & Self Development – proactively develop oneself and career through personal and professional learning.
- Communication - Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization.
- Critical Thinking – Identify and respond to needs based upon an understanding of situational context and logical analysis of information.
- Equity & Inclusion – Demonstrate awareness, attitudes, knowledge, and skills needed to equitably engage and include those from various local and global cultures. Engage in anti-oppressive practices.
- Leadership – Recognize and capitalize on personal and team strengths to achieve organizational goals.
- Professionalism – demonstrate effective work habits and act in the interest of the larger community/workplace.
- Teamwork – build and maintain collaborative relationships to work effectively while appreciating diverse viewpoints.
- Technology – Understand and use technologies to complete tasks in an efficient manner.

APSA

- Analyze political phenomena and critique arguments in a theoretically and empirically informed manner.
- Engage as citizens through problem-solving, collective action, and collaborative decision-making at all levels from local to global.
- Identify, evaluate, properly use, and cite verifiable sources of evidence.
- Engage thoughtfully and respectfully with competing values and perspectives.
- Use qualitative and quantitative methods effectively and appropriately.
- Communicate effectively in written and verbal modes to a variety of audiences.

Appendix B: Student Intern Placements

	Spring 2024	Summer 2024	Fall 2024
State legislature	2		
U.S. Congress		2	
Law/Legal		3	
Research in Academia		2	2
Political Party		1	
Interest Group/Lobbying	1		
Federal Agency		1	
TOTAL INTERNS	3	9	2

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