

Micro Internships to Increase Student Employability

Abstract

Many businesses have pinpointed deficiencies in today's college graduates for meeting their job requirements. Unfortunately, economic, political, global and technological forces have combined to disrupt college educations, in terms of what course content one learns and how one learns it. Nowhere is this fact more true than for those earning degrees in business. Students too are aware of their challenges in joining the business world. According to a McGraw-Hill Education study, only four in ten college students feel very or extremely prepared for a future career.

This paper considers micro internships as an innovative pedagogical strategy to ensure business students gain the practical experience preferred by today's companies and other organizations. Using a case study and the concepts of Situated Learning Theory, the authors illustrate the benefits of and the positive learning student outcomes associated with micro internships. In addition, this paper presents a conceptual model to demonstrate how micro internships can be practically applied within college classroom settings. This study is significant and relevant to today's higher education environment because it examines how Generation Z students currently enrolled in colleges and universities can be better prepared for their future business employment by the infusion of various career readiness approaches.

Keywords: micro internships, experiential learning, business education, career readiness

Micro Internships to Increase Student Employability

Are universities graduating students today who are ‘career ready?’ Are today’s college graduates prepared for ‘The Future of Work’ that lies ahead? These are questions that keep higher education administrators up at night. According to a McGraw-Hill Education study, only four in ten college students feel very or extremely prepared for future careers in business (Horn, 2018). There are concerns that U.S. students are falling further behind in their academic pursuits. Career readiness can be defined as a foundation from which to demonstrate requisite core competencies that broadly prepare the college graduate for success in the workplace (NACE, 2022). As pundits and political figures debate the lack of career readiness by college graduates, the world has become a more competitive place for global talent. Excluding non-traditional students, all of the more typical college students belong to Generation Z, the characteristics of which define them as the most global, diverse, technological and entrepreneurial generation ever (Green & McCann, 2021). This paper examines micro internships under the lens of situated learning theory as a means of better preparing Generation Z students for greater employability in the post-pandemic business environment.

First, there is a need for a teaching pedagogy which offers several benefits to these Generation Z students in the form of (a) a clearer understanding of course material, (b) a broader view of the world and an appreciation of community, (c) insights into their own skills, interests, passions and values, (d) opportunities to collaborate with diverse organizations and business people, (e) positive professional practices and skill sets, (f) the gratification of assisting in meeting community needs and (g) self-confidence and leadership skills (Kent.com, 2021).

Second, micro internships happen to be one such pedagogical strategy which helps students gain a competitive advantage acquired from real world experience. Spanjaard *et al.* (2018) argue that industry is demanding business students, particularly those who have marketing courses, who are trained to be ‘work ready.’ With that being said, the authors suggest that embedding integrated experiential learning activities into the classroom setting offers success in producing ‘career ready’ graduates. Unlike traditional internship programs that typically require the student’s presence at the worksite, micro internships are conveniently embedded within the classroom environment (Green, 2020). In micro internships, students complete short-term professional assignments, much like those given to new hires or interns. These short-term projects give students a taste of actual work experience, a chance to explore possible career paths, and opportunities to network and stand out in a competitive job market. These micro internships are typically of six to ten weeks in duration, and do not involve pay or academic credit (Green, 2020). The bottom line is that participating in multiple micro internships allows students to accumulate work experience while completing their college degree. Moreover, micro internships fit much more easily into students’ busy schedules.

Even though micro internships have gained credibility and recognition, research on the topic is scarce. This paper seeks to address this lacuna in the literature and empirical research on micro internships. It is especially an important step in comprehending the purpose of the micro internship concept, its implementation processes and its outcomes in terms of student learning and performance. The authors consider a case example of a marketing curriculum which effectively integrated micro internships into its students’ college careers. The paper reviews specific issues pertaining to how micro internships can become a part of the teaching curriculum,

what resources are needed, and a review of their positive impact on student learning and performances.

The paper is divided into five sections. The first section examines the need for urgency in curriculum innovation. Section two consists of a brief literature review on micro internships. Section three summarizes Situated Learning Theory and its appropriateness in comprehending the impact of micro internships on student learning outcomes. Section four describes the case study, i.e., the micro internship model employed by the primary author in his marketing curriculum. The last section consists of discussion, and concludes with suggestions for further research.

Section 1. The Urgency for Curriculum Innovation

Among many university presidents and administrators, there is a sense of urgency in addressing educational challenges, especially after the pandemic. In fact, the pandemic accelerated a number of academic problems, including closure of colleges and universities because of declining enrollments, the ballooning of online education, an increase of nontraditional higher education providers, and the demand for short-term, non-degree training (Levine & Van Pelt, 2021).

Higher education is under tremendous pressure brought on by various market disruptions in the profession (Green & McCann, 2021). Some pundits from across the spectrum are even questioning the value of higher education (Lederman, 2017). According to a Pew Research study, 61% of Americans believe that the higher education system in the United States is heading in the wrong direction (Brown, 2018). Business executives and college administrators seem to have differing views about recent academic results. According to a 2014 poll, 96% of college provosts responded that their institutions were ‘very or somewhat’ adequately preparing students for employability, while only 11% of business leaders agreed that students coming out of higher

education environments possessed career readiness (LeBlanc, 2021).

These diverging opinions demonstrate uncertainties about higher education in the United States. Some feel that the projected outlook for higher education could be considered gloomy. Enrollment in accredited colleges and universities has shrunk consistently since 2010 with the rise of online learning (National Center for Education Statistics, 2022). Due to various disruptive factors, universities and colleges are projected to have 450,000 fewer students in the years beyond 2025 (Green & McCann, 2021). Universities are fighting with their competitors to attract students. Yet, the nature of higher education is changing. For example, the percentage of students at private for-profit institutions who took online education courses exclusively (60 percent) was higher than that of students of both public institutions (46 percent) and private nonprofit institutions (34 percent) in 2020 (National Center for Education Statistics, 2022).

Also, contrary to conventional wisdom, today's college students are just not the same as their predecessors. Today's Generation Z students are the most global, diverse, technological and entrepreneurial generation ever (Green & McCann, 2021). Additionally, Generation Z students have developed unique learning styles. They tend to focus on, appreciate and prefer practical study methods that are connected to real life (Green & McCann, 2021). Given these vastly different characteristics of today's students and their learning style, higher education institutions should consider how to realign their teaching to include more innovative approaches toward increasing student learning outcomes.

Section 2. Micro Internship Programs

Micro internships have been defined as “short-term” supervised professional projects (Parker Dewey, 2022; Wingard, 2019). These short-term internships have gained popularity among today's students (Margaryan *et al.*, 2022). Because these short-term work experiences provide

students with a practical and better understanding of business and work contexts, students are better able to make relevant connections with the corporate environment (Lei & Yin, 2019).

Micro internships consist of between five to 40 hours of work per month, and can take place at any time of the year. The internships offer true and valuable experience with different projects with which they are asked to assist, including lead generation, content creation and data entry. Students employed in micro internships receive a fixed wage, ranging from \$15 to \$25 per hour. The duration of the internship can be anywhere from a week to a month. These internships can also be virtual, providing students with more flexibility in terms of class accommodation and reduced levels of stress. A virtual internship allows students to work on projects not easily accessible to them geographically. Overall, micro internships provide students with excellent opportunities, corporate connections, and increased employment opportunities after graduation (Willison, 2012). Students build resumes, increase their networks, add to their self-esteem, and gain confidence (Alexandria, 2020).

Micro internships are beneficial for the participating business organizations as well, since it allows for evaluation and training of prospective employees in different technical and soft skills (Willison, 2012). As Moss (2018) explains, micro internships enable organizations to complete projects for which they might otherwise be short staffed. It grants organizations access to students whom they don't need to hire on a full-time basis nor commit to any form of long-term employment. In fact, it helps organizations avoid hiring people who are not suited to the job. Micro internships are also quite useful for small organizations that are in need of a particular subject expertise and knowledge. Moreover, micro internships reduce attrition rates. Organizations can assess the overall capabilities of micro internship students during what could be considered a trial period. This reduces the chances of hiring inappropriate people.

Organizations participating in micro internships can diversify in terms of employee recruitment, forging relationships with young college students, and developing their skills and abilities (Willison, 2012).

Existing studies of the micro internship concept have considered its impact on student preparedness in STEM-related occupations (Yahdi & Bracey, 2019). In particular, these researchers designed a short-term project encompassing undergraduate research and extensive traditional internships, offering the advantage of flexible working hours and easy accessibility for the students. The initial analysis suggested that the participating students' level of confidence in opting for STEM-related majors had increased considerably (Yahdi & Bracey, 2019).

Similarly, Suzuki *et al.* (2016) researched the effects of micro internships on existing crowdsourcing tasks. They designed a micro internship platform called Atelier which evaluated crowd workers. They concluded that micro-internships are a “mentored, paid, real-work experience” with the capacity to empower unskilled individuals (i.e., the students) and hone their skills. Moss (2018) comments that micro internships are immensely useful in handling low-risk projects such as preparing presentations, editing reports and publications, etc. Universities such as Northeastern have introduced programs such as the Experiential Network, which arranges six-week projects for its students (Wingard, 2019). Micro internships have also enabled numerous students with opportunities to gain professional experience in well-known, reputable companies. Similarly, Parkey-Dewey (2022) provides examples of how college students have been placed in short-term projects in companies such as Microsoft, CBRE, Dell, and Barilla (Parkey-Dewey, 2022).

In a nutshell, micro internships create numerous benefits for both students and businesses. This paper focuses on a case study in which the primary author, a university

professor, integrated micro internships into his marketing curriculum. Various aspects of that case study are covered in this paper, such as how micro internships can be designed, how they can be graded, as well as the impact on different aspects pertaining to student learning. The following section reviews Situated Learning Theory and its appropriateness in comprehending the student learning process in the micro internship pedagogical technique.

Section 3. Situated Learning Theory

Situated Learning Theory (SLT) is derived from the fields of psychology, anthropology and education. It was developed by Jean Lave and Etienne Wenger in the early 1990s. SLT postulates that human beings learn from external social contexts, that learning is a social process in which an individual interacts with his/her external environment and peers to assimilate new information, knowledge and skills. Individuals are constantly exposed to different situations, groups of people, cultures, and traditions on a regular basis. These social experiences lead to the inculcation of new mental models and schemas resulting in self-transformations in behavior and skills (Romanuik, 2018). Learning is a process which takes place outside of the individual and is an outcome of human interactions with external physical and social environments.

When students acquire their knowledge by observing others and then practicing themselves, the SLT developers labeled them “cognitive apprentices” within the learning environment. Cognition in this sense is not an “internal process, knowledge is not an object, and memory is not a location. Instead, “cognition, knowing and learning” all occur as a result of interactions between individuals and their external environments (Wilson & Myers, 1999, p. 57). According to SLT, learning is not dependent on the memory or the capacity of an individual to store large amounts of information so that he/she can retrieve it and use it as needed. On the contrary, this theory says it is about perceiving external environments and acting accordingly. An

individual learns and develops “through interactions with the environment,” a process which could be called perceptual learning (Young, 1993, p. 44). Learning is dependent on two components: the person and the context (Artino Jr., 2013). An individual learns (i.e., gains cognition) as he/she evolves through different situations, is exposed to new values, beliefs and philosophies. These external contexts consist of problem-based environments which mimic real-world scenarios because, of course, they are from the real world. Individuals navigate through these problem-based environments, apply their knowledge, and learn indirectly. A relevant example is the concept of apprenticeships, in which trainees learn while being exposed to different real-world, work-related responsibilities.

Cognitive apprentices learn by solving complex problems, where they attempt to transfer their skills and knowledge to fulfill work-related duties and responsibilities (Artino Jr., 2013). Examples of SLT include field trips, internship experiences, music- and sports-related external activities, and laboratory experiments. Students in these situations are placed in real-life scenarios where they learn new skills and knowledge. Students construct new knowledge through these experiences, which are primarily based on social interaction and kinesthetic activity (Oregon Technology in Education Council, 2007). In traditional learning, learning occurs via lectures and books, unlike SLT, where “learning takes place through the relationships between people and connecting [their] prior knowledge with authentic, informal and often unintended contextual learning” (Stein, 1998, para 1). SLT gets students involved in real-life activities specific to their subject disciplines, and it requires application of previously held knowledge, critical thinking, and kinesthetic abilities (Stein, 1998).

Stein (1998, para 3) explains how to design SLT classroom-based activities. Situations need to be developed inside the classroom which involve and prepare the student for external

social interaction, problem solving, and application of prior knowledge. Also, guidance should be available to the students to ensure that help is readily available to assist them in mastering different situations. The educator in SLT assumes the role of facilitator instead of the traditional context transmitter who transmits new information, tracks progress and assesses course work. He/she builds collaborative learning opportunities and environments, helps learners become aware of their capabilities, motivates them to critically reflect on their work, and is comfortable in engaging in discussion, evaluation and validation (Stein, 1998). All classroom activities designed for SLT should revolve around a social activity which mimics real-world situations.

The pedagogy of micro internships corresponds nicely with the concepts of Situated Learning Theory. Students are exposed to different actual research projects, where they apply their prior knowledge and skills acquired through education in the classroom. While helping to solve actual problems that exist within organizations, and interacting with professionals employed there, these students grow and develop further, demonstrating their inculcation of required career readiness skills. Ironically, all this corporate experience and personality development is possible within an employment of just five to forty hours per month, whether in face-to-face or virtual work. Micro internships thus can be powerful pedagogies that have the ability to maximize student learning.

The following section illustrates how instructors can integrate micro internships effectively, referencing a case study in which micro internships were implemented by the primary author in his marketing classes.

Section 4. Micro Internships in the Classroom

In today's hypercompetitive business environment, employers expect more from their entry level employees. College graduates entering the workforce are no exception. Spanjaard *et al.*, (2018) argue that today's graduates face a competitive job market in which employers expect "work ready" employees. In fact, there is an expectation among employers that college students have been engaged in different facets of their education that have prepared them adequately for joining the workforce.

In order to give its business students this kind of practical work experience, Oklahoma Baptist University (OBU) initiated an academic initiative designed to enhance the course curriculum and provide business students with greater employment opportunities (Green *et al.*, 2020). OBU is a senior level coeducational institution with an enrollment of approximately 1,900 students. About 60 percent of OBU's students are from Oklahoma, while the other 40 percent come from 40 other states and 26 countries (Green *et al.*, 2020). OBU is located in Shawnee, Oklahoma, a city of 31,500 residents 35 miles east of Oklahoma City and 90 miles southwest of Tulsa, near the geographical center of the state. OBU's 200-acre campus is on the northwest edge of Shawnee just two miles south of Interstate 40 (Green *et al.*, 2020).

Today's college students are hyper busy with part-time employment or the demands of being student-athletes. In many cases, student-athletes and other students do not receive any practical work experience because of these and other time constraints. According to Suzuki *et al.*, (2016), many job market candidates are seeking alternative methods to learn new skills that will make them more attractive to employers. In OBU's Dickinson School of Business, the faculty strove to bring marketing concepts to life in real, practical ways that provide students with work experience while assisting local participating businesses. The faculty's sincere efforts

materialized in the form of micro internships, which help students learn and practice the skills necessary for professional success in the corporate environment. Micro internships provide students with opportunities to connect with key academic stakeholders to create a positive learning environment where they are allowed to both grow and fail (Green *et al.*, 2020).

The OBU program allows marketing majors in the Business college to gain meaningful work experience more efficiently via a “micro internship experience” (MIE) that is embedded within the marketing class. In MIE, students complete short-term professional assignments that are similar to those given to new hires or interns (Green *et al.*, 2020). As with a traditional internship, these projects give students valuable work experience, the chance to explore possible career paths, and opportunities to network and stand out in a competitive job market. These mini-internships last for only eight to ten weeks, a period that fits conveniently within the academic semester.

To get started, micro internships built into the curriculum design included learning objectives, student outcomes, and assessments. In building the overall course design for specific micro internship courses for the marketing students, the course designer focused on student-centered learning to maximize student engagement. Rabbini and Gakuen (2002) suggested that learners’ needs must be analyzed in order to establish objectives in a syllabus. In the traditional teaching model, faculty-focused transmission of information formats, such as lecturing, place emphasis on the subject matter rather than on the students (O’Neil & McMahon, 2005). Thus, students become passive participants. While there is no agreed-upon definition for the overall concept of student-centered learning, Kaput (2018) maintained that a student-centered learning model shifts from adult-centered (i.e., faculty) to student-centric and individualized learning.

Specifically, faculty can personalize the learning environment to fit students' unique needs, interests and aspirations.

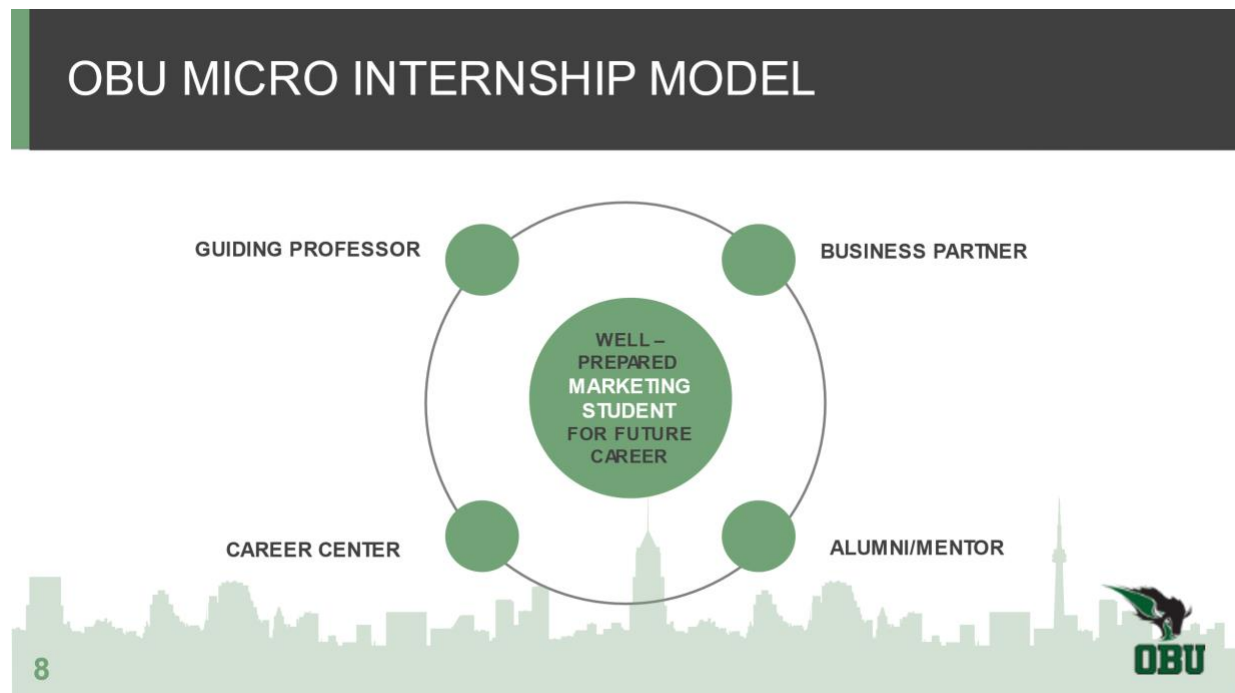
At OBU, the micro internship model encompasses a supportive network consisting of the class professor, business partners, the OBU Career Center director, a business mentor, and other industry experts (see Figure 1). The process starts the moment the student enrolls in the marketing class. At the beginning of the semester, the instructor assigns each student to a team, which is then referred to a business partner for project placement. All team members are required to have an OBU alumnus as a mentor to assist and guide the students in their internships' projects (Green, 2022). Students are allowed to select their own mentors based on common interests or personal career objectives. The teams next make appointments with the OBU Career Center to complete their profiles, portfolios and online pre-surveys. From this point, the student teams meet with their prospective business partners to develop a mutually-agreed-upon work scope for the micro internship. For their initial assignment, students of the teams must submit signed student contracts, business partner agreements, a project approval form and a completed online pre-survey. All of these documents are submitted to the marketing professor for grading (Green, 2020). From this point forward, student teams begin working on their internship projects and meeting continually with their business partners on a periodic basis. Students are required to conduct weekly oral briefings in the classroom and submit written reports to the grading professor. All students maintain close connections with their mentors for any assistance or help they require. At the mid-point of the project, business partners complete an online survey which evaluates their student team so that the grading professor can intervene and correct any problems the business partner identifies. This step is critical in order to provide students with constructive feedback during the micro internship so that they can learn from their mistakes in real time.

When the teams complete their mini-internship projects, they do inform their marketing professors. Teams then must present their results to their marketing class, their business partner, their mentors, and their industry experts (Green, 2022).

After completion of their project, teams reconnect with the OBU Career Center and complete a post-project survey. Lastly, the grading professor sends notes of appreciation to all the micro internship stakeholders, including business partners. In step with continuous improvement processes, student and business partner survey results are used to further improve the entire micro internship project for future students (Green, 2020).

Figure 1:

OBU Micro Internship Model



Seemiller and Grace (2017) remarked that Generation Z students are stimulated by observing their peer learners that are engaged. They found that students (i.e., cognitive apprentices, from the SLT way of looking at the process) observe others completing tasks before they apply themselves to the same tasks, and they are able to foresee that the concepts they are learning have broader applications than just being mere practical examples. The parallel in micro internships is that different business partners may have a variety of marketing problems to solve.

To simplify the process and allow for more student participation, the entire micro internship in-class assignment is broken down into smaller manageable tasks, which are then distributed among the students. These mini projects can then be more successfully handled by the students (See Table 1). As Seemiller and Grace (2017) correctly opine, breaking a project into multiple “checkpoints” allows students to achieve higher levels of individual learning and reflections. Hanawi would agree that using a variety of teaching styles, such as team-based learning and different assessment methods, can assist students in achieving higher academic performance (Hanawi *et al*, 2022).

Table 1:

Syllabus Example of Micro Internship Assignments

MICRO INTERNSHIP ASSIGNMENT OVERVIEW		
<p>In this assignment, teams of students will assist a business/organization as it relates to digital marketing. As an alternative to formal internship programs, the OBU marketing program allows marketing majors to gain meaningful work experience called a "Micro-Internship Experience" (MIE) within a marketing class. In this micro-internship, students will complete short-term arrangements in the capacity of a digital marketing specialist.</p>		
ELEMENTS OF MICRO INTERNSHIP ASSIGNMENT	PERCENTAGE	POINTS
❖ #5 – Final Project	40 %	200
❖ #5A – Micro-Internship (MI) Approval	2 %	10
❖ #5B – Digital Marketing Evaluation	4 %	20
❖ #5C – Weekly Status Reports	16 %	80
❖ #5D – Digital Marketing Plan	4 %	20
❖ #5E – Digital Marketing Campaign	4 %	20
❖ #5F – Presentation Package	8 %	40
❖ #5G – Peer Appraisal (Team)	2 %	10

At OBC, the course objectives and expected student learning outcomes align with the micro internship assignment activities and grading policies. As is evident from the OBU marketing syllabus [see Table 1], 40 percent of the course grade is allocated towards the MIE, which is broken down by (1) gaining approval of the micro internship project, (2) the submission of weekly status reports, (3) designing a marketing plan and campaign and (4) preparation of the final presentation and report. Students are required to lead discussions, share constructive feedback with peers, and participate in assignments, such as embedded digital marketing certifications, that evaluate their career readiness. The entire process helps students hone their team building, communication, and interpersonal skills, along with discipline-specific skills such as preparing a marketing plan and campaign.

Thus, in the OBU micro internship program, students undergo a rigorous process with continuous feedback (see Figure 2). Schedules and due dates are planned ahead of time to create

a smooth process for students and business partners (Green, 2022). Potential partners are solicited using a variety of networking systems, like alumni and other supporters of the University. Partners and students are provided formal and informal training about the entire micro internship process (Green, 2020). Additionally, students have professional mentors which they themselves select. These mentors provide feedback to the students about their micro internship experience and career readiness in general. As Suzuki *et al.*, (2016) argues, the importance of mentors in micro internships should not be understated.

At the end of the semester, all student teams make in-class formal presentations of their lessons learned and results. Various stakeholders, including students, business partners, mentors, industry experts and alumni, participate from across the globe, because the presentations are conducted online on platforms like Zoom. Students receive valuable feedback from a variety of sources. Undeniably, the OBU experience is that these micro internships provide graduating students with career readiness skills which they can leverage anytime for future employment.

Figure 2

OBU Micro Internship Process

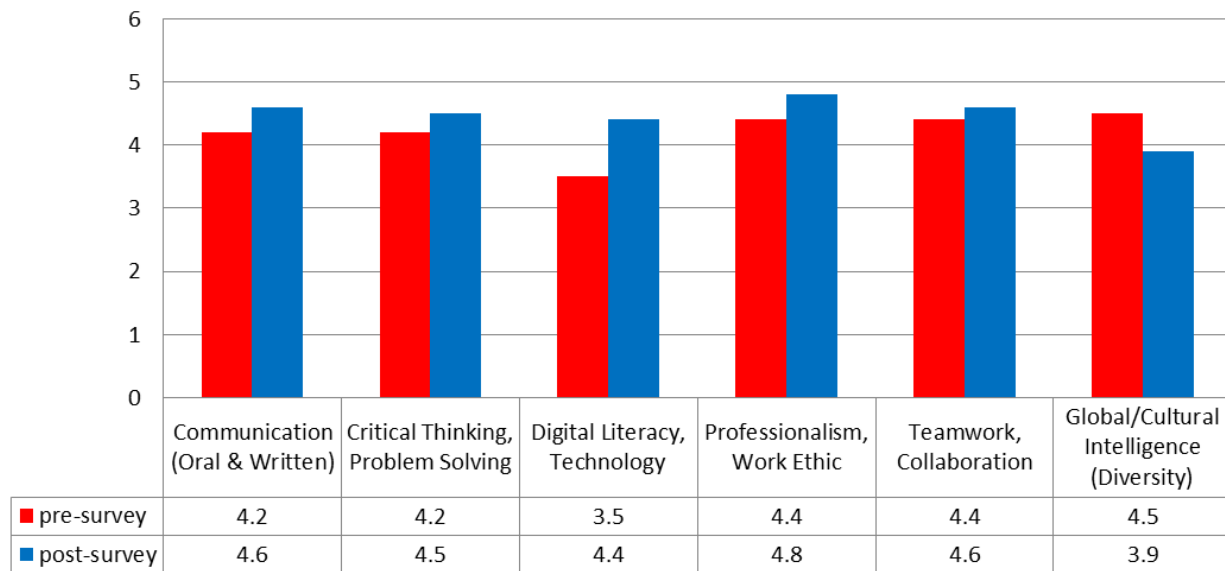
OBU MICRO INTERNSHIP PROCESS



The last stage of MIE at OBU revolves around data collection in the form of pre- and post- surveys [see Figure 3]. Feedback from students, business partners and OBU administrators is gathered at the beginning and end of each semester to foster continual improvement of the program. In the pre- and post-surveys, students are evaluated against the National Association of Colleges and Employers (NACE) eight competencies associated with career readiness. These NACE competencies include (1) critical thinking, (2) teamwork, (3) professionalism, (4) oral/written communications, (5) career management, (6) global/intercultural fluency, (7) leadership and (8) digital technology. The online surveys are administered and analyzed by the university's Career Center director. The survey uses a Likert scale (from 1 to 5). Pre-survey results reveal that most students are not aware of employers' expectations and lack career readiness competencies (NACE, 2022). Students are immediately briefed on these results so they can work to consciously improve themselves during the entire semester.

Figure 3

OBU Pre-and-Post Student Surveys (Course: MKTG 3323 – Introduction to Marketing Analytics and Web Intelligence, Fall 2021)



Lastly, a post-survey is sent to the business partners and the students at the end of the semester. Its purpose is to compare the students' skill sets and the perception of the business partners regarding career readiness of the students after participation in the micro internship projects. The post-survey results demonstrate that business students who participate in multiple MIEs during their degree program accumulate more work exposure and are better prepared for future employment.

Section 5. Discussion and Conclusion

Today's Generation Z students are different from their predecessors in their learning styles and expectations. They prefer to learn in the company of their peers, by observing them, imitating them, and learning from their mistakes and experiences. For these "cognitive apprentices," learning is a social experience. It is not dependent on the memory capacities of the student, or on

their ability to store large amounts of data and then retrieve and apply them as needed (Young, 1993). Instead it is process of seeking a problem-based environment which mimics real-life scenarios. Students in these action-based learning environments solve complex issues and problems, and learn while doing so. Learning now is a process of connecting with situations, problems and people, applying their subjective knowledge, using critical thinking and kinesthetic abilities, and developing as an individual (Stein, 1998).

The OBU MIE presented in this paper can be described as a holistic model, in that it encompasses student learning at instructor, peer and stakeholder levels. Students are exposed to real-life problems, given opportunities to apply the theoretical concepts learned from the classroom in external learning environments provided by business partners, where it is not critical to the business functions to make mistakes while learning. Students are also introduced to the Career Center office, exposed to career consultants, receive help in designing their profiles and portfolios, all as part of the OBU curriculum. Also, continuous data collection and analysis enables the instructor to improve the program on a regular and continuing basis.

Micro internships are one social learning pedagogy which exposes business and marketing students to corporate based short-term projects in which students collaborate in groups to resolve real-life business issues and problems, with the assistance of their educators and peer mentors. This paper contributes towards the literature on micro internships by examining a case study of OBU which designed a MIE to increase students' career readiness skills. Issues such as how micro internships can be integrated into a curriculum, types of assessments that can be employed, and methods of data collection are reviewed. The paper provides in-depth insights about micro internships as an innovative pedagogical strategy to increase students' employability after graduation. But it tends to concentrate only on career readiness and employability.

Considerations such as whether student learning is increased with micro internships versus other experiential modalities are not addressed here. In addition, this paper does not include specific comments from students about what they have to say about micro internships. Similarly, the specific comment of business partners has not been incorporated by the authors.

Therefore, there are still opportunities for further research in this area. More empirical evidence is needed on how micro internships can be implemented in classrooms across subject expertise other than business and marketing. Some of the questions to be addressed and are issues requiring further examination are (a) Why or why don't students prefer micro internships? (b) What are its benefits or disadvantages as compared to traditional internships? and (c) Where does higher levels of student learning occur more successfully, in internships or micro-internships?

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