

Investigating Internships in Architectural Education

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Abstract

Nowadays, as a response to the evolving complexities and emerging technologies of buildings, the practice of architecture is rapidly changing. In this regard, how should architectural education respond to these changes? Although the continuous endeavors of architectural schools to make their educational programs up-to-date and to simulate the environment of architectural practice, there is still a gap between academia and profession that requires offering a period of practical training to the students or what is called internships. In Egypt, one of the challenges facing architecture graduates is the high competitiveness within the relatively growing number of architectural schools and graduates as well. This research aims at investigating the common practices in implementing internships in architectural education. To achieve this aim, an analytical inductive methodology was adopted and supported by quantitative research that analyzed the practices of internships in a sample of twenty-eight undergraduate architectural programs in Egypt, Middle East, and worldwide. This research is divided into four sections; the first section is an overview of the topic, the second documents the survey sample, methodology, and procedures, the third presents the findings of the survey, and finally, the fourth is the discussion. This paper draws conclusions and recommendations about the common practices of internships in undergraduate architectural education regarding the enrollment requirements, timing, internship sites, submittals, and assessment procedures.

Keywords: Internship; architectural education; intern; architecture profession.

1. Introduction

Educational institutions worldwide endeavor to demonstrate that their graduates can successfully fit into the labor market. Higher education curricula play important roles in developing the skills and competencies needed in professional life. Nowadays, as a response to the evolving complexities and emerging technologies of buildings, the practice of architecture is rapidly changing. Therefore, it is important to keep architectural education responsive to these changes. Although there are continuous endeavors of architectural schools to make their programs up-to-date and to simulate the environment of architectural practice, there is still a gap between academia and profession, this gap necessitates that students should have early exposure to the practice in professional environments or what is called internships.

In Egypt, one of the challenges facing architecture graduates is the local high competitiveness within the relatively growing number of architectural schools and graduates as well. Another challenge is the competition among graduates within the surrounding regional and international societies. Nowadays, local and international accreditations of academic programs are sought to demonstrate their level of quality. Additionally, the annual announcement of the universities ranking is an influential factor that affects the reputation of universities today.

In this regard, this paper aims at investigating the common practices of implementing internships in architectural education. To achieve this aim, an analytical inductive methodology was adopted and supported by a quantitative research that analyzed the practices of internships in a sample of twenty-eight architectural programs in Egypt, the Middle East, and worldwide. This research is divided into four sections; the first section is an overview of the topic, the second section documents the survey, its sample, methodology, and procedures, the third presents the findings of the survey, and finally, the fourth is the discussion.

2. Academic Internships: An Overview

This section explores issues about academic internships in general, and in architectural education in particular. Some discussed topics are the notion and benefits of internships, professional training in architectural education, internships in Egypt, and finally the domains of academic internships.

2.1 Internship: Notion and Benefits

Learning is the process whereby knowledge is created through the transformation of experience”
(Kolb, 1984).

According to David Kolb, the experience is the source of learning and development, experiential learning links education with work and personal development, he explains that experiential knowledge is a transformation from the traditional concerns of the academic environment towards competence, working knowledge, and information pertinent to jobs and communities (Schreiber, 2016), experiential learning highlights the important role of experience in the learning process.

The internship is a form of experiential learning in a professional site, it can be part of the curriculum of an educational program or a requirement for graduation, it helps students to gain knowledge, skills, and practical experience, as well as to acquire professional competencies (Porcaro et al., 2011; Walker, 2011). The internship is a specific time of supervised training required at a certain level to qualify for a profession (Business dictionary, 2019). The same concept could be described by interchangeable terminologies that will be examined in this research through the survey.

Benefits of internships are wide, the period in which students spend in professional settings enables them to assess their levels, knowledge, abilities, and skills compared to those required in the profession. Therefore, this period qualifies them to complete their degrees more seriously and with higher awareness and understanding of the objectives and outputs of the educational process (Al-Qahtani and Eweda, 2016). Internships allow for smooth transitions from academia to the labor market (Porcaro et al., 2011). Student interns may possibly have increased career opportunities, higher salaries, quicker job offers, faster promotion rates, job satisfaction, and better communication skills (Walker, 2011). One of the intern students in a design company reported: *“I learned more than I had learned during my 4 years at university”* (Porcaro et al., 2011).

In addition to their benefits for students, internships provide advantages for educational institutions, firstly, by building stronger relationships with internship sites that, in return, may hire their graduates, and secondly, internship sites may provide feedback on the students’ curriculum, this feedback helps in keeping this curriculum updated to the demands of the profession (Walker, 2011).

Academic programs should own the necessary tools to have quality control over the internship experiences of their students, this could be achieved by setting clear objectives and maintaining measurable learning outcomes in a way that fits the requirements of practice in each region. In studies about students’ perceptions, they reported that the absence of academic frameworks, clear standards for working hours, defined and relevant tasks, and the educational objectives cause failure to the internship experience (Porcaro et al., 2011).

2.2 Professional Training in Architectural Education

The profession of architecture involved a model of apprenticeship during the 15th century in Italy. Then the origins of the design studio are attributed to the École des Beaux-Arts in France in the 17th century (Mcpeek, 2009). Students learned in actual professional offices, they were considered apprentices learning from more experienced students as well as the master designer who is responsible for both the office and the classroom (Akin, 2002). In the 19th century, there has been a transition from apprenticeship to formal professional schools that followed the curriculum of the Ecole des Beaux-Arts. The studio model of education was also established with a design master; the instructor, and a design apprentice; the student (Mcpeek, 2009).

However, in the contemporary design studio environment, students learn through theoretical projects with neither a client nor the constraints of the profession, and the instructors are often unable to practice architecture because of their academic responsibilities (Akin, 2002). Therefore, there are

deficiencies in the professional preparation of graduates if the studio is still being a simulation of the nature of architectural practice with theoretical explorations and assumptions.

Some studies investigated the readiness of architecture students to practice architecture (Oluwatayo et al. 2016; Thakur, 2009). Students showed concern about their preparedness to practice architecture in issues such as budgets, understanding the design firm dynamics, communicating in the field, technical aspects, and legal issues (Thakur, 2009). Another study suggested that issues of management, entrepreneurship, and technical skills are areas that architecture schools should address (Oluwatayo et al. 2016).

Nowadays, architectural education attempts to restore the historical model of design studios by inserting some realistic dimensions, for example, by assigning real-life problems, or even live projects in which students work with real clients in real time with real budgets on socially-engaged projects, but the project is still academic (University of Sheffield, 2019). In addition, some studios were physically moved next to real practice sites, in other instances experts or professional practitioners were hosted inside the studios. Otherwise, some programs request their students to work as apprentices inside professional sites. However, bridging the distance between academia and the reality of practice in a satisfactory way is still needed (Tzonis, 2014).

The internship during education allows students to develop important personal and communication skills and to apply knowledge and technical skills to real architecture projects (Moy, 2015). Intern students gain perceptions of jobs, may have higher job satisfaction, and possibly have higher job stability, also they might have more chances of employability (Kim, 2012). Internships provide students with a transitional stage from academia to professional work. In a study about recruitment in architectural firms in Australia, the top methods used were portfolios and job experiences, but also, they reported that the best way of knowing the candidates was through internships (Gundus and Atakul, 2017).

Moreover, the International Union of Architects (UIA) identified that the minimum period of the architecture programs should be five years in addition to two years of training after graduation as a minimum period for being a registered architect. The UIA has also recommended that the training may extend to three years, one of them could be attended before earning an academic degree. In its guidelines, for the Professional Practice Experience (PPE), the UIA requires for licensure a minimum of two years of employment in an appropriately paid, clearly defined role within a professional site related to the design and implementation of architectural projects, and performance should be regularly reviewed by a qualified design professional/mentor within the consultancy (UIA, 2017).

2.3 Internship in Architectural Education in Egypt

Architecture graduates in Egypt become licensed to practice architecture upon graduation by registering their certificates in the Egyptian Syndicate of Engineers -which is the organization responsible for controlling the profession- as long as their degrees are earned from approved educational institutions. Moreover, post-graduation internships are not officially required for licensure to practice architecture.

In fact, allowing the students to encounter the challenges and difficulties which might face architects in real life situations is beneficial in preparing the architecture graduate to complex problems, especially when these challenges address the problems prevailing in Egypt (Eweda, 2011). This is possible through well-planned internship programs. While internships are employed in architectural education in many universities in Egypt, there is neither a definite framework that regulates the internship nor a standardized practice, the model of internship remains marginal within the attention of the educational programs as well as the students.

2.4 Domains of Academic Internships

Through reviewing the information of several academic programs, the internship as an academic practice involves five typical domains that could be identified as shown in figure 1. Firstly, the basic information that indicates the type of internship whether it is a requirement for graduation or a course. Secondly, the timing which involves the time of starting the internship and its duration. Thirdly, the site which comprises the location of the internship. Fourthly, the academic requirements that control how to enroll the internship and what are the required submittals. And fifthly, the assessment procedures which describe how will the students be evaluated for their internship experiences.

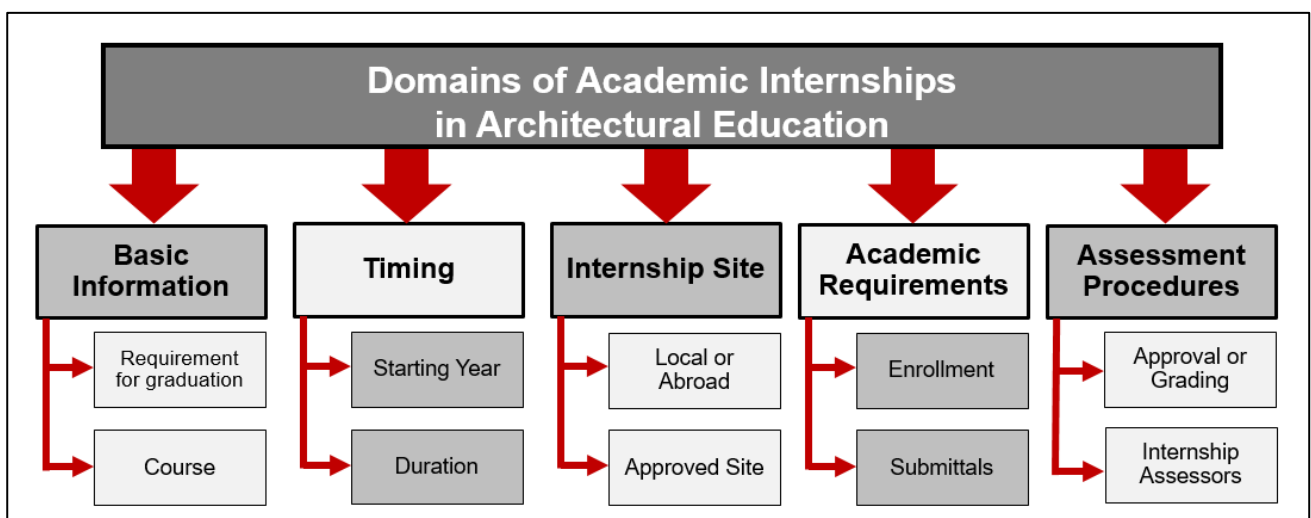


Figure 1. The domains of academic internships in architectural education.

3. Investigating a Sample of Architectural Programs

This section is concerned with the survey and its methodology. It shows the sample of architectural education programs used in the survey, introduces the procedures, and the explores interchangeable terminologies.

3.1 The Sample and its Selection Criteria

The sample of this survey included 28 architectural programs, and this number was considered adequate for the purpose of this research. The sample is sorted according to the location of the programs, and then the university names were arranged alphabetically. The sample includes 9 Egyptian universities, 7 universities in the Middle East, and 12 worldwide universities, figure 2 shows the breakdown of the sample distribution.

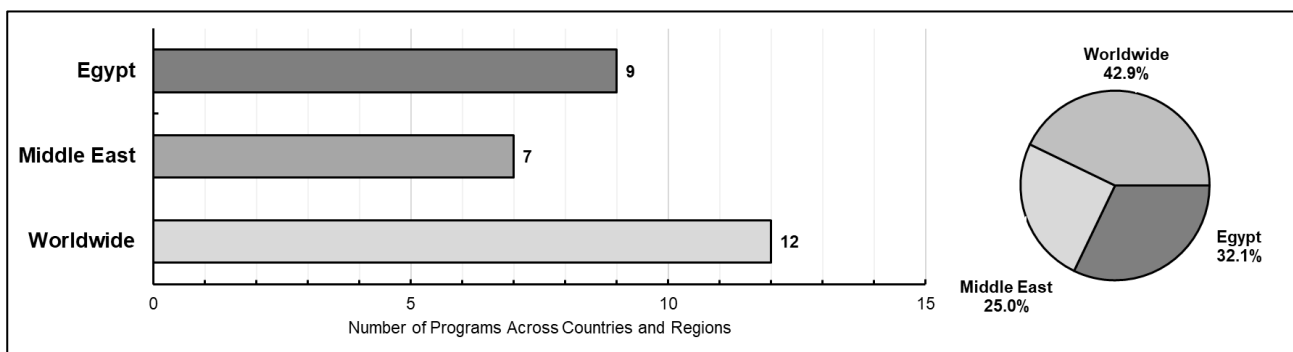


Figure 2. The Sample and its distribution among countries and regions.

The selection criteria of the sample programs were as follows. Priority was given to Egyptian and Middle Eastern universities to figure out the local and regional internship profiles of practice. For the worldwide universities, consideration was given to programs offered by universities within the list of top 500 institutions, according to the 2018 QS World University Rankings by Subject ‘*architecture/built environment*’ (QS World University Ranking, 2018). Another criterion of selection was the abundance of online information about the internships. To explore more diversified academic practices an expanded geographical distribution has been considered across five continents. A list of the investigated programs could be viewed in table 1.

3.2 The Survey Procedures

The research applied an internet-based data collection tool through the available published information about internships within the websites of the sample universities, the information was obtained from the study plans; the internship units, and the outlines or course descriptions of the internship. The investigation was conducted between the beginning of December 2018 and the end of February 2019. Although the sample was limited to 28 programs that almost contained the data

and met the selection criteria, more than 60 programs were reviewed but they were excluded due to the lack of online information, as some programs only mentioned that they have internships. Also, some universities did not publish the information of internships in English and accordingly this information was translated.

The methodology used to analyze the gathered data depended on certain factors. For the purpose of this research, the investigation focused on the academic internship which occurs during the educational program and before obtaining the professional architectural degree regardless of the type of program undergraduate or postgraduate. Content analysis was performed to analyze the collected data of the study plans and internship descriptions.

3.3 Exploring the Interchangeable Terminologies

The investigation revealed that there are several terminologies used by programs to refer to internships. The most frequent term overall is the ‘internship’, some universities used it in addition to another word such as ‘academic internship’, or ‘summer internship’. Also, the term ‘training’ was relatively frequent, and it is commonly used in Egypt, the term also was used along with descriptions such as ‘industrial training’, or ‘practical training’, table 1 shows the complete list of terminologies in the sample programs.

Table 1. The sample programs and the terminologies describing internships.

	#	Institution Name	Terminology
Egypt	1	Ain Shams University - Landscape Architecture Program	Field Training
	2	American University in Cairo	Internship
	3	Arab Academy for Science, Technology, and Maritime Transport	Practical Training
	4	Assiut University	Summer Training
	5	British University in Egypt	Summer Training Internship
	6	Cairo University - Architectural Engineering	Industrial Training
	7	Cairo University -Architectural Engineering Technology	Industrial Training
	8	German University in Cairo	Internship/Training
	9	Mansoura University	Training
Middle East	10	Effat University, Saudi Arabia	Summer internship
	11	Jordan University of Science & Technology, Jordan	Architectural training
	12	King Abdulaziz University, Saudi Arabia	Training
	13	King Saud University, Saudi Arabia	Internship
	14	Kuwait University, Kuwait	Professional Training
	15	The American University in Beirut, Lebanon	Training in Construction Drawings /
	16	United Arab Emirates University, UAE	Internship
Worldwide	17	Delft University of Technology (TU Delft),	Stage/Minor
	18	Eidgenössische Technische Hochschule Zurich, Switzerland	Internship
	19	Manipal University, India	Practical Training / Practice School
	20	Massachusetts Institute of Technology, USA	Undergraduate Architecture Internship
	21	National University of Singapore	internship program
	22	Politecnico di Milano, Italy	Internship/Traineeship
	23	Pratt Institute, USA	Academic Internship
	24	Rice University, USA	Preceptorship/practicum
	25	The University of Adelaide, Australia	Internship
	26	The University of Sydney, Australia	Internship
	27	University of Illinois at Urbana-Champaign, USA	Internship
	28	Virginia Tech, USA	Architectural Internship

4. Survey Statistics and Findings

The information about internships was recorded in a matrix to visualize the spectrum of data gathered for the sample programs and to enable comparison and analysis, and the analysis of the findings covered the five internship domains.

4.1 Internship Basic Information

The investigation aimed at exploring the internship basic information, figure 3 shows the findings of this information. Most of the programs (n = 18, 64.3%) offered the internship as one or more courses, while in a minority the internship was a requirement for earning the degree and graduation, (n = 10, 35.7%).

Within the 18 programs who offered internship courses, the majority of programs offered one course (n = 12, 66.7%) while the remaining 6 programs had two courses (33.3%). Internships were mandatory courses in most of the programs (n = 13, 72.2%) and optional in fewer programs (n = 5, 27.8%). Similarly, internship courses offered credits or units to the students in most of the programs (n = 13, 72.2%) while non-credit courses were in the rest (n = 5, 27.8%).

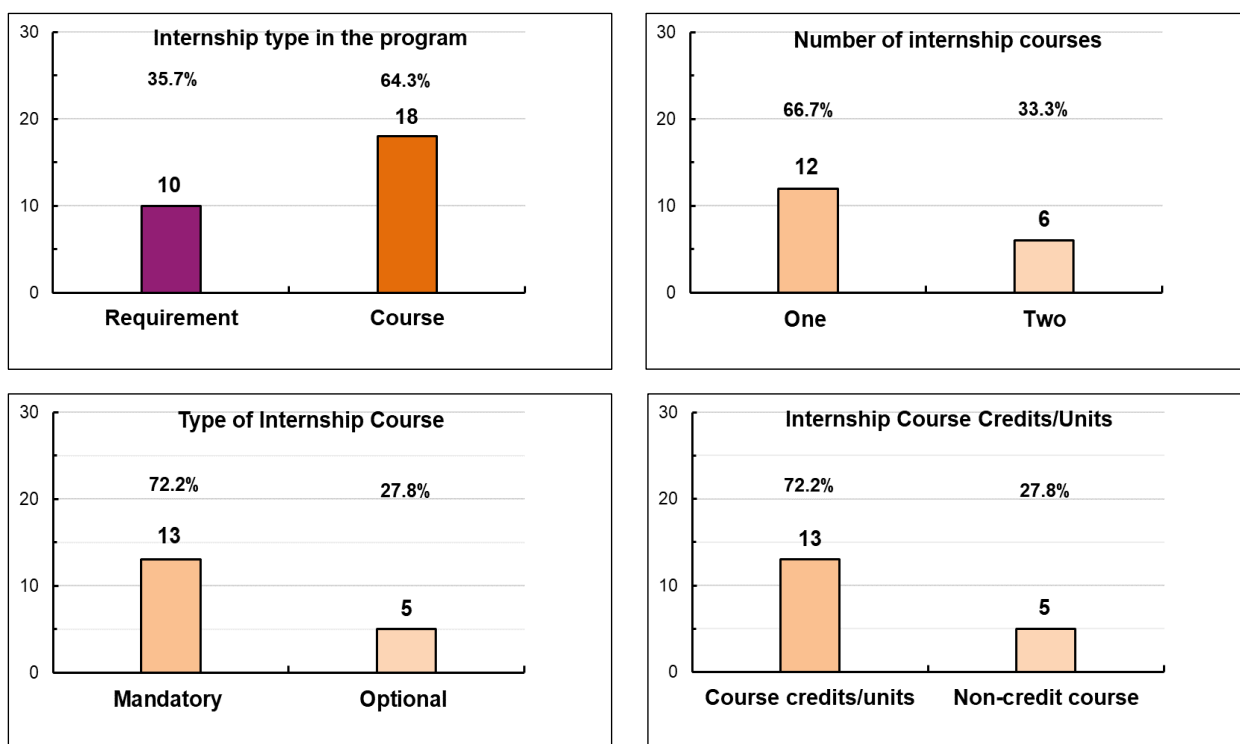


Figure 3 The analysis of the basic information of internships.

4.2 Internship Timing Aspects

The timing of the internship explores the starting time, the duration, and the sequence of completing internships, figure 4 shows the findings of these aspects. The majority of the programs required a single stage for the internship (n = 17, 60.7%), about one third of the programs required two stages (n = 9,

32.1%), while only two programs required three stages (n = 2, 7.1%). There is a variety in the starting time of the internship, the highest portion of the programs required students to start their internships after the second year (n = 8, 28.6%), followed by one quarter of the programs who require the internship after the third year (n = 7, 25%), equally seven programs required the internship after the fourth year (25%). One program required the internship during the fifth year (n = 1, 3.6%). The remaining programs did not publish information about the starting time (n = 5, 17.9%).

Regarding the minimum duration of the internship, the analysis divided the duration into ranges of weeks, the most frequent duration was from nine to twelve weeks (n = 10, 35.7%) followed by the duration from two to four weeks (n = 5, 17.9%), then few programs required one semester for the internship (n = 4, 14.3%), A minority of programs required form five to eight weeks (n = 3, 10.7%), few programs required one academic year (n = 3, 10.7%), and finally three programs did not specify the duration (10.7%). Another issue about timing is the sequence of completing internships, half of the programs (n = 14, 50%) required the students to complete the internship once continuously, while in eleven programs (39.3%) who had internship stages the durations were separated, and three programs did not refer to information about sequences in internships (10.7%).

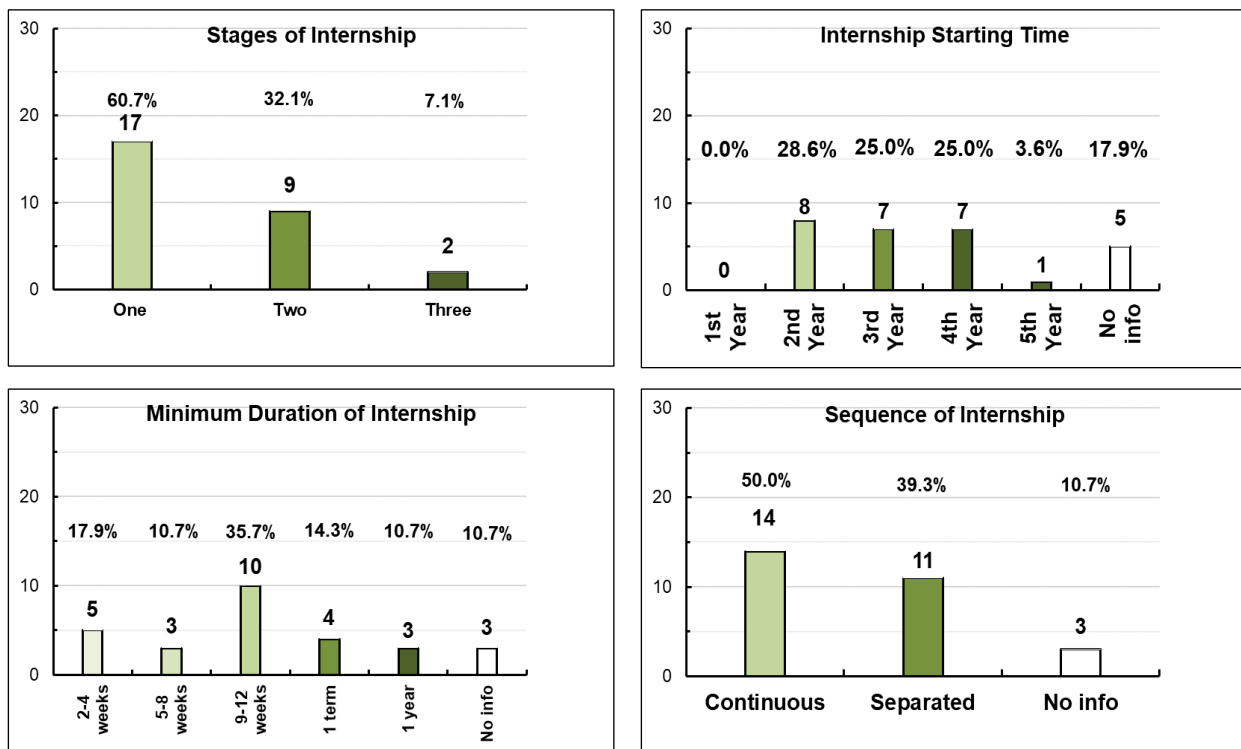


Figure 4 The analysis of the internship timing.

4.3 Internship Sites

Investigating information about the internship sites was concerned about the location of the internship, half of the programs did not announce this information ($n = 14$, 50%), the majority of the remaining programs ($n = 12$, 42.9%) indicated that both local and abroad internship sites are accepted, while only two programs mentioned that internships are in local sites (7.1%). Regarding acceptable sites, only half of the programs ($n = 14$, 50%) mentioned that the internship should be attended in approved sites or registered firms. The remaining half did not announce information about this case, figure 5 shows the analysis of internship sites.

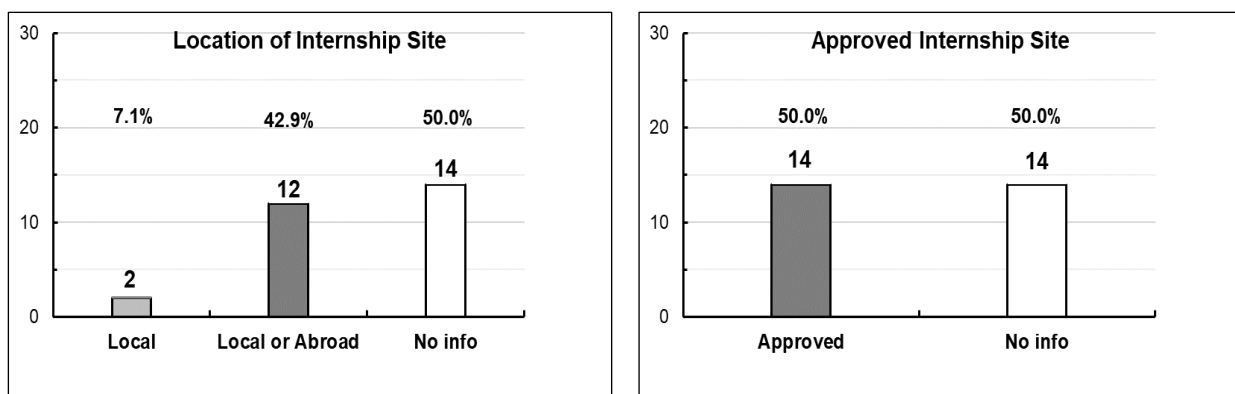


Figure 5 The analysis of the internship sites.

4.4 Academic Requirements

Through the investigation of the academic requirements of internships, more than one requirement was assigned by some programs so the total exceeded the number of the 28 programs and was calculated for 33 selections. The majority of programs assigned prerequisites for internships ($n = 11$, 33.3%), less than one third of the programs linked attending internship to academic approval ($n = 10$, 30.3%), about one quarter of the programs identified academic levels by years or semesters to be allowed to attend internships ($n = 8$, 24.2%), few programs required reaching a specific GPA ($n = 3$, 9.1%), and finally one program did not publish information about requirements (3%), figure 6 shows the analysis of academic requirements.

Concerning the submittals required, some programs required more than one item to be submitted so the total was calculated for 54 selections. The most frequent item was the final report ($n = 19$, 35.2%), about one fifth of the programs ($n = 11$, 20.4%) required regular reporting or logbooks, few programs required certificates issued from the internship sites ($n = 6$, 11.1%), an equal number of programs required oral presentations as well ($n = 6$, 11.1%), four programs required research on the internship

experience (7.4%), the least number of programs requested a portfolio (n = 3, 5.6%), while 5 programs did not mention information about submittals (n = 5, 9.3%).

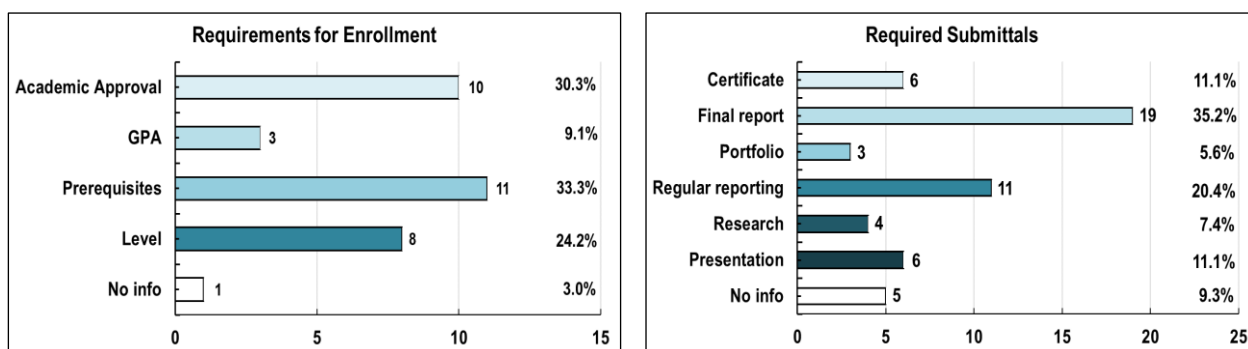


Figure 6 The analysis of internship academic requirements.

4.5 Assessment Procedures

The analysis of assessment procedures of internships in the sample programs is shown in figure 7, more than one option was recorded for some programs with a total of 36 selections. The approval of the internship experience was achieved by three methods, the majority of programs provide credits or units for their degrees (n = 17, 47.2%), one quarter of the programs consider the internship on a pass/fail basis (n = 9, 25%), few programs award a grade for the internship (n = 5, 13.9%), while 5 programs did not specify how internships were approved (13.9%).

The person who is in charge of assessing the internship was the final investigated issue, since more than one person could be involved in assessment the total was calculated out of 34 selections, the majority of programs did not publish this information (n = 15, 44.1%), more than quarter of the programs relied on the evaluation of the internship site supervisor (n = 9, 26.5%), one fifth of the programs assigned grades by the academic advisor (n = 7, 20.6%), and few programs specified that a jury or panel is responsible for assessment (n = 3, 8.8%).

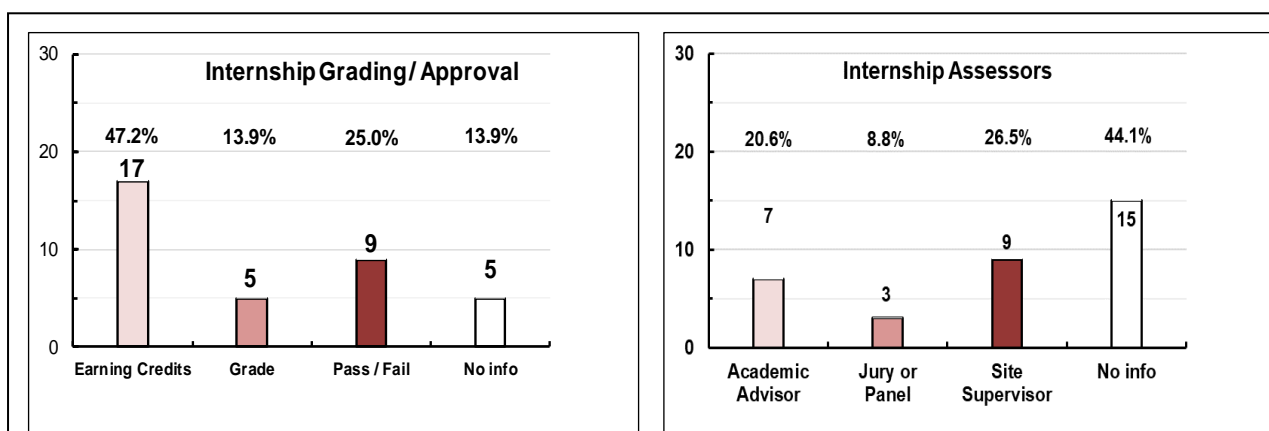


Figure 7 The analysis of the assessment procedures.

5. Discussion

The purpose of this research was to investigate the current common practices of implementing internships in architectural education. This section discusses the findings of the investigation of the sample programs together with the information they published. The investigation of the sample programs in addition to other programs that were not included in the sample revealed that the internship in architectural education is a prevailing practice. However, there are diverse systems for implementing these internships.

5.1 Mandatory or optional?

The investigation revealed that some American programs had optional internships. The American internship model does not require an academic internship during education but it is recommended, if the students choose to attend internships they receive academic credits, this model is also in Canada, China, and Australia (Abdullah, 2007). Whereas the investigation of the European and Singaporean sample programs showed that almost all of them required internships. the European internship model involves mandatory academic internships during education, this model is in the United Kingdom such as the period of training assigned by the Royal Institute of British Architects (RIBA) and is between RIBA 1 and RIBA 2 requirements so it is part of the licensing procedures (Abdullah, 2007), other countries follow this model such as India. In India, internships are compulsory, students are not permitted to enrol for the tenth semester unless they have successfully completed practical training (Saraswat, 2017).

In almost all the Egyptian and Middle East universities, the internship is also mandatory, this is considered a positive aspect that reflects awareness of its significance. Especially in Egypt because of the procedures of the licensing system in Egypt that lack official post-graduate training. However, the internship experience should be controlled and managed by the educational program in order to be efficient and influential in the student's education. Currently some programs only require a certificate of attending the internship, thus, the student's actual performance as an intern is not appreciated.

5.2 What type of internship?

The findings revealed that the programs which assigned the internship as a course exceeded those which considered it a requirement, but in Egypt most of the programs assigned the internship as a requirement, this might reflect less control over the internship procedures, since it is not a graded course. The majority of programs offered a single course, thus the period of the internship was continuous, this approach provides a suitable situation for both local and abroad internships since it allows the students to adapt in the professional environment. A study reported that the intern students should have sufficient time to get familiar with the working environment and to start communicating

effectively with other employees, these preparations should happen before the intern is able to start working productively (Gundus and Atakul, 2017). It is worth mentioning that according to some investigated programs the durations of internships differ according to their types, whether full-time or part-time, and this case provides a flexible dimension for the interns.

On the other hand, nearly most of the Egyptian and Middle-Eastern programs assigned the internship as a requirement. Some programs had divided the internship opportunities and required the students to have more than one internship. Although multiple internship experiences might provide variable opportunities for learning according to the level of students, there is a risk in a short-term internship period that might affect its objectives. Gundus and Atakul (2017) reported that students perceived the durations of internships in the construction site as not enough since the phases of construction move slowly so they were not able to have good training. Further research is needed to investigate the validity of both approaches single and multiple internships to decide about the best practice.

5.3 When and how much?

Most of the sample programs required a range of 9-12 weeks equivalent to about 2-4 months to satisfy the requirement of the internship. Most of the programs assigned the internship after the second, third and fourth years (in case of 4-year and 5-year programs), these are the most suitable years. It has been noticed that in Egypt most of the programs required the internship after the second year, while in the Middle East after the fourth year, and in worldwide programs it was after the third year. Moreover, it seems that architecture students after their first year are still not ready for the internship, as few programs requested internships after the first year, while some programs mentioned that students are encouraged to start looking for training after the first year but this training will not count as the required internship. Similarly, students having internships during their final year will not support the educational program since they will not be able to reflect what they have learned in internship on their education, so in this case, the internship is beneficial to the profession and not the academic program.

5.4 How to enroll?

To guarantee that educational institutions are well represented, they are keen to have their intern students well prepared to begin their internships, to help them to effectively learn from the professional environment. The majority of programs required prerequisite courses before internships, or reaching specific levels in the education period for starting the internship. Few programs required that students achieve a specific GPA to start the internship, lower level students were not allowed unless they raise their GPAs.

5.5 How to assess?

The effective evaluation procedures guarantee the succession of the internship experience. The survey indicated that the pass/fail approval practice was favored by several programs and it was dominating in Egypt. While earning credits is another way of approval assigned by programs, few programs mentioned that they also assign grades. Although grades would be more fair in differentiating among the students' efforts, and more motivational to enhance their performance, the problem of evaluation is a complicated one since the students face completely different experiences in different internship sites. It becomes harder to compare their performances. In addition, although it is important to take the internship site supervisors' evaluation into account, assessing the students' performance requires academic experience, it differs from evaluating employees, intern students mostly do not have personal professional skills and this fact might affect negatively their assessment by practitioners. More methods of evaluation should be investigated and developed. To reduce the deficiencies of the site supervisor's evaluation, Alqahtani, and Eweda (2016) proposed that the final evaluation should be divided among an academic panel or jury of evaluators, the academic advisor, and more than one internship site supervisor's evaluation.

5.6 Where to attend?

Limited information about the internship sites was published. Although it was rare in the investigated Egyptian programs, most of them allowed their students to have local or abroad training. Some universities specified that the internship firms should be approved or registered. In case that the students select their internship sites, programs had to monitor and provide approval prior to the internship, this practice offers more flexibility to match the students' needs and yet still ensures the academic control over the internship sites. Finally, several programs required that the students do not have relatives running the internship sites.

5.7 What to submit?

The most frequent submittal was the final report that contains documentation of the internship experience, it is required in almost all programs in Egypt. A certificate of completing the internship, is also required but it reflects less academic control over the students' internship. Several programs required regular reporting or logbooks, which are beneficial in monitoring the progress of experience, but in the meantime they require academic advisors for the students. Finally, the presentation at the end of the internship allows the student to summarize the personal professional skills learned from the internship, the benefits, and challenges faced in front of a jury or panel to evaluate the outcomes. In all cases, the submittals should be in-line with the learning outcomes of the program. Submittals could

be of benefit also to the institution if the students were asked to evaluate their academic programs and define shortages. According to Thakur (2009), an intern suggested that the program could provide instructions for interacting with contractors, developers, vendors and other personnel in the construction industry.

Conclusion

With the increasing awareness about the benefits of internships, managing and implementing procedures of internships adopted in architectural education in Egypt need reconsideration to be more effective, and to enhance the qualities of the graduates. Extensive development is critically needed to increase the reliability and validity of the internships, such as types, timing, durations, supervision, and assessment.

The internship experience involves three parties; the intern student, the academic institution, and the internship site. To have a fruitful and valuable internship experience, responsibilities, goals, and rights of all parties should meet together on common ground. The intern student should be aware about the essential responsibilities, well-prepared for the professional environment, and capable of representing his/her academic institution. The rights of the student should be maintained by the academic institution, and in this case, the student's performance should be monitored with no doubt.

The academic institution should perform a protective supervisory role for the internship since it is a requirement. Formal agreements between the academic departments and the internship sites can minimize the misunderstanding, it should include the objectives of the internship, clear guidelines, and regulatory rules. The rights of the institution should be met, it expects to receive a student with a satisfactory professional background, a student who will consequently reflect the new gained competencies to enhance the quality of education. In addition, since the profession develops more quickly than education, maintaining links with the profession guarantees suitable development of the educational programs.

Internship sites should perform their roles in supporting interns throughout their academic careers and to be committed to serve their communities, and they should define their goals to get prepared to receive intern students. Moreover, internships sites have the rights of receiving only the interns who are willing to be productive, punctual, and able to learn. Internship sites also need to have incentives to be motivated to welcome interns.

Last but not least, this paper could be beneficial for architectural educators and program developers who are planning to evaluate and develop the internship practices in their programs through reviewing the current common practices. Internships are vital experiences by which academia and professional

practice are linked, therefore, this paper invites for further investigation of the best practices of internships.

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