



2013 Conference

# Homeward Bound

Integrating Learning Outcomes from  
Academic Internship Programs Back into  
Campus Life

February 20<sup>th</sup>, 2013

Re-imagining Higher Education in a Global Context



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# Predeparture Preparation

**Beth Rydstrom Knudson**

Assistant Director, Global Internships

Henry B. Tippie College of Business

University of Iowa



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# Tippie College of Business Global Internship Programs

London

- 4 s.h. credit (1 – SP + 3 – SU)

Madrid

- Min 5<sup>th</sup> Semester Level Spanish Proficiency required
- 6 s.h. credit (1 – SP + 5\* – SU)

Paris

- Min 5<sup>th</sup> Semester Level French Proficiency required
- 6 s.h. credit (1 – SP + 5\* – SU)

Hong Kong

- 4 s.h. credit (1 – SP + 3 – SU)

*\* Madrid and Paris programs earn 3 s.h. Spanish/French credit*



# Curricular History

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- Started with two 2-hr predeparture prep sessions
- Identified opportunity to improve student outcomes by creating a 1 s.h. pre-departure class
- Required\* Spring class for all Summer global interns
- Incorporate past Global Interns (Student Ambassadors) in spring class
- Curriculum focus over 8 months

*\* Exceptions may be granted.*



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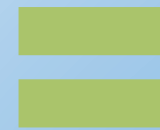
# Current Curricular Model Summer Internship Program



14 weeks  
Jan - May



In-Country - 8 weeks  
Jun - Aug



Re-entry  
2 weeks post-program

# Predeparture Course

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- 14 Week Course - 50 min class
- Delivered as both:
  - Lecture – all Global Intern students
    - Present concepts relevant to all Interns
    - Share learnings about host city/country with others
  - Discussion – led by Student Ambassador
    - Allow for city specific research and discussion
    - Ample time for questions best suited for past participants (Student Ambassador)
    - Team building

## *Steps to a Successful Abroad Experience\**



\*Source: Maximizing Study Abroad, Center for Advanced Research on Language Acquisition (CARLA), adapted from Kappler & Nokken, 1997.



# Course Objectives

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Predeparture Course Objectives	In-Country Course Objectives
<p>This course is designed to prepare students accepted to the Global Summer Internship Program for their professional and cultural experience. The course will be delivered through a series of lectures with participants of all Global Intern sites and Discussion sections led by the respective Student Ambassador.</p> <p>Areas of study and preparation include:</p> <ul style="list-style-type: none"><li>• Global Current Events</li><li>• Cultural Awareness</li><li>• Host City/Country Knowledge and Planning</li><li>• Reflective Learning</li><li>• Professional Development</li></ul>	<p>This academic course follows the curriculum presented in the Spring Predeparture course, complements the global internship assignment and is intended to promote cultural and professional awareness and competency.</p> <p>Objectives include:</p> <ul style="list-style-type: none"><li>• understand the value of international work assignments;</li><li>• understand your own cultural and professional beliefs and how they, as well as the beliefs of others, influence behavior at various levels including individual, organization, and society;</li><li>• demonstrate an awareness and understanding of working in diverse work teams;</li><li>• identify and build skills and perspectives for living and working in a culturally diverse world.</li></ul>





# Predeparture Curriculum

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*Reading news from the host country's perspective is key to understanding their new environment, raise awareness of alternative views, and better prepare them for in-country dialogue.*

Students will:

- Research and identify host country based news sources
- Respond to a weekly prompt, researching topics from host country perspective.
- Post their “points to ponder” to online class discussion board
  - Has this news spread to the U.S.?
  - Is the perspective from your host country/city different than that of the U.S.?
  - Might this affect your summer experience?
  - How do you expect your host city peers will react to this news, is it something you anticipate might be a point of debate in your discussions?
- Reflect on peer articles and discussion points via online discussion board
- Have in-class discussion led by student



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# Predeparture Curriculum

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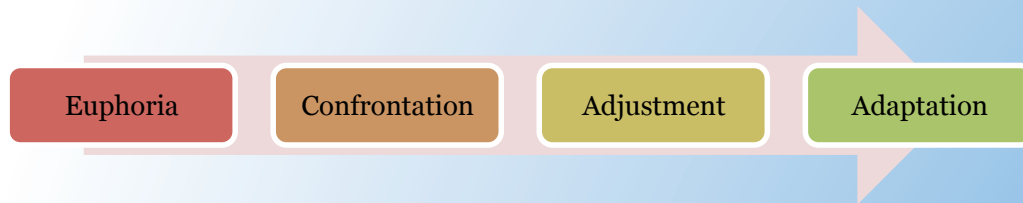
*Designed to achieve two learning outcomes:*

- 1) raise awareness and understanding of the student's own culture, and 2) understand how to see and react to their new culture.*

## Culture: Class lectures & activities

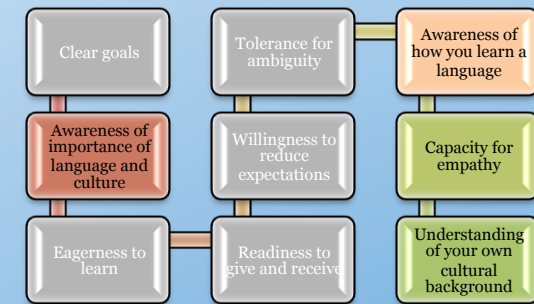
- Introduction to Culture

Cultural awareness including stages of culture shock (source: *Maximizing Study Abroad*)



- *Students will reflect on this model as one of their summer journal prompts.*

- BAFA BAFA Cultural Simulation (outside class activity)





# Predeparture Curriculum

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*Students will learn more about their host city/country through research and presentations.*

## Host Country Research

- Research and post to online class site:
  - Things to See & Do
  - Overview of government, business etiquette, etc.
  - Preparing to live in the host city (electrical currency, banking systems, etc.)
- Prepare and post a “Top 10 List”
- Plan an Excursion in Host Country – Group Project
- Final City Presentations (by each host city group)
  - Designed to give overview of what student’s have learned about host city/country
  - Presented to full Global Intern Class



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Host City/Country  
Knowledge and  
Planning



# Predeparture Curriculum

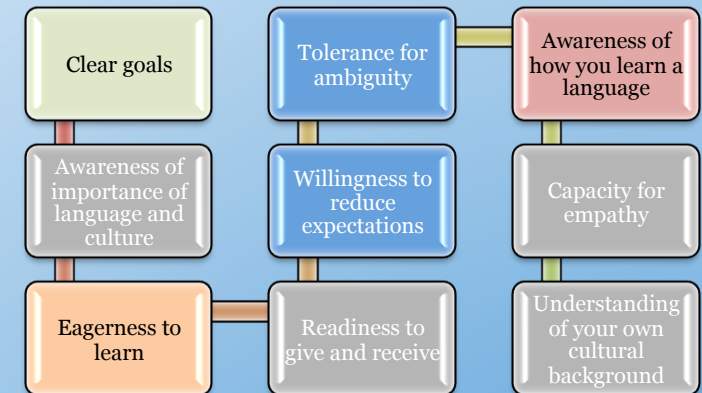
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*Predeparture reflective exercises enable students to articulate goals, concerns, and expectations. Students will revisit and respond to these pre-experience reflections both in-country and upon return.*

- **Two Personal Inventories:**

- Expectations
- Concerns/Challenges
- Value system
- Goals

- **Culture-Learning Inventory**





# Predeparture Curriculum

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*This objective has two learning outcomes: 1) prepare students to maximize their 8-week experience and 2) learn how to document and articulate their professional accomplishments.*

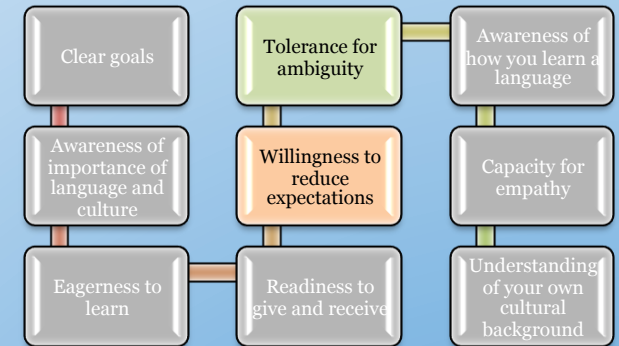
## 1. Internship Preparation

- Introduce Sweitzer and King's Stages of an Internship Framework (1994)



*Students will reflect on this model as one of their summer journal prompts, addressing if/how their internship experience fell in to the stages presented.*

- Role play exercise designed to help students learn to take initiative at their internship placement



## 3. Professional Portfolio

- Resume, Accomplishments (STAR), Roadmap/Skills Inventory, Employer Letter, Work Sample





# Predeparture Curriculum

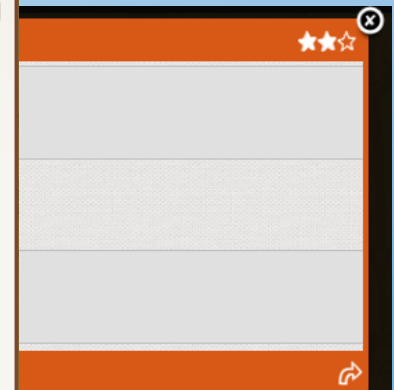
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The Tippie Roadmap – an online tool for inventorying skills

The Roadmap provides a way for students to evaluate skills that are important to develop, and opportunities where they can *build and refine* those skills.

The screenshot shows the Tippie ROADMAP interface. At the top, there are navigation tabs for 'Roadmap', 'Sample Roadmaps', and 'Career Research'. The main content area is titled 'Public Accounting' and includes a 'Category Key' with color-coded boxes. Below this, there are three filter sections: 'Filter By Source' (All, Leadership, Curriculum, Global, Experiential), 'Filter By Proficiency' (All, ☆☆☆, ☆☆☆, ☆☆☆, ☆☆☆), and 'Filter By Tense' (All, Past, Future). The main grid displays 12 skill categories, each with a list of associated activities and proficiency levels. The 'Multicultural Understanding' category is circled in red.

Category	Activity	Proficiency	
Ethical Business Practices	VITA	L - GP	
	6A:148 Business Law	C	
	Ernst & Young	EL	
	6J:047 Introduction to Law	C	
Computers/Software	6K:180 Applied Information Systems	C	
	6K:170 Advanced Computer Analysis	C	
	Ernst & Young	EL	
	Ernst & Young	EL	
Written Communication	Beta Alpha Psi	EL	
	Ernst & Young	GP - EL	
	6B:100 Business Communication & Protocol	C	
	Semi-Finals for Ethics Essay Contest	L	
Auditing	Public Accounting Firm	EL	
	6A:144 Auditing	C	
	Ernst & Young	EL	
Customer Service	Public Accounting Firm	EL	
	Office Assistant	EL	
Editing	All Accounting Courses	C	
	Public Accounting Firm	EL	
Investigating	Public Accounting Firm	EL	
	Ernst & Young	EL	
	6B:100 Business Communication & Protocol	C	
Motivating	Dance Marathon	L	
	Chicago Marathon	L	
Multicultural Understanding	07C:197 Citizenship Multicultural Societ	GP	
	Ernst & Young	GP - EL	
	Global News	GP	
Prioritizing Work	Public Accounting Firm	EL	
	Office Assistant	EL	
	Ernst & Young	EL	
Presenting	Beta Alpha Psi	L	
	6B:100 Business Communication & Protocol	C	
	xAccounting Challenge	L	
Persuading	BSAO	L	
	xAccounting Challenge	L	
	Retail Part-time Job	EL	



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# Bringing it all Together

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Predeparture Course Objective	In-Country Assignment	Post-Experience /Re-Entry Assignment(s) (* completed w/in 2 weeks of return)
Current Events	Journal: What surprised you by the media and/or the way stories are represented?	
Reflective Learning	Journal: Learning from Critical Incidents	<ul style="list-style-type: none"> <li>• Reflect on predeparture reflection assignments</li> <li>• Reflect on journals written in-country</li> <li>• Were expectations realistic?</li> <li>• How have you changed?</li> <li>• Did you meet your predeparture goals?</li> <li>• Goals to build on experience</li> </ul>
Cultural Awareness	Journal: Stages of your Cultural Adjustment	Describe your re-entry experience
Professional Development	Journal: Describe your workplace culture	<b>Portfolio Elements:</b> <ul style="list-style-type: none"> <li>•Updated Roadmap (Skills Inventory)</li> <li>•Resume</li> <li>•Work Sample</li> <li>•Accomplishment (STAR) Stories</li> </ul>
Host City/Country Knowledge	Paper: Describe and reflect on an activity in your host country	

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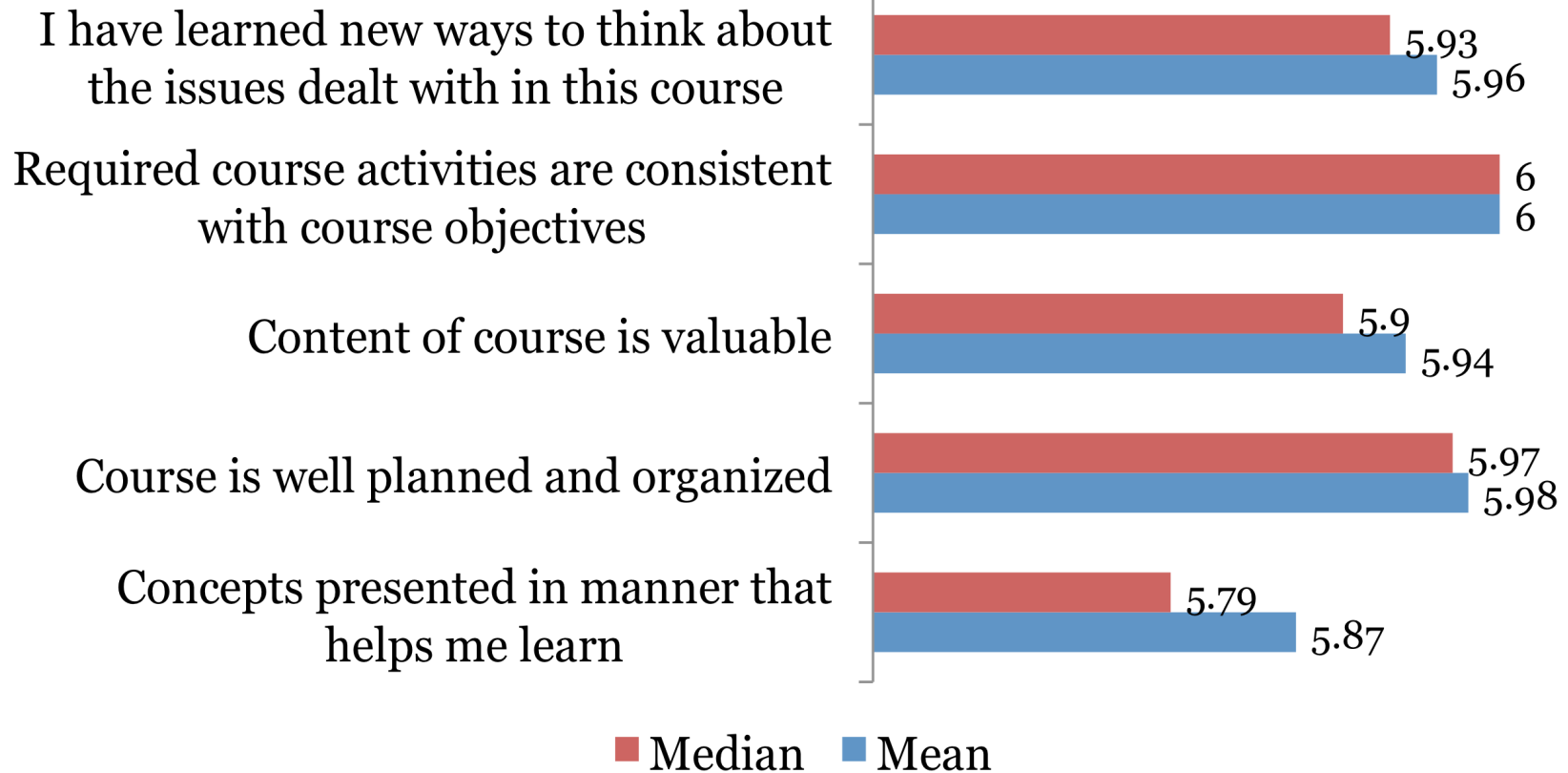


# Student Feedback

2012 Spring Class Evaluation Results

*(taken post-spring class, pre- intern experience)*

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# Did Learning Happen?

*There were numerous times when I benefited greatly from having an open mind, and I credit the preparation course and cultural sessions for helping me have the presence of mind to handle the situations well.*

*The global internship class helped change my professional outlook on life.*

*I built and developed at least ten skills to my skills inventory, most of which are globally based.*

*This journal was an excellent reminder of how much I grew from the beginning to end of my internship experience. I can simply say that I have grown more than I thought I possibly could through this program.*



# Re-Entry Reflections

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An example of my narrow mindedness can be shown in the spring predeparture exercises. My major concerns revolved around the loss of my iPhone and inability to play guitar, believing these items were very important aspects of my life. Separation from these two objects helped me broaden my horizons, reach and try new things, and basically, discover the world around me.

As I re-read this journal, I remember my disillusionment phase very clearly. After day 4 on the job, I called my mom and told her that I was going through the disillusionment phase simply from our discussions in class. By day 5, though, I was already back at it working on accounts and learning the ropes.

Overall, it was fun to re-read my anticipations and thoughts about my first week in June. I had no idea what I was in for, but I would not have had it any other way.

The main thing I realized looking back on my predeparture exercises is that with all the expectations one may have it is critical that with the expectations comes an open mind.

The goals I had set in the spring were written from the perspective of a student interning in the U.S. rather than abroad. I wish I could have had more culturally challenging professional goals such as developing connections with people from other countries, reaching out to different people each week, or learning how to complete a task or job in a different manner. As discussed in my journal, it wasn't until about half way through the 8 weeks that I started to open up.

As I reflect back on these 8 weeks and the goals and concerns I had before leaving I am shocked to see how much I have changed mentally, socially and professionally.

Looking back through my pre-departure reflections, some of my responses almost make me laugh.

Before I left I was very narrow minded, materialistic, and slightly self-centered. As I look at some of my goals and earlier journal posts I am almost ashamed.



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# “Way’s I’ve Changed...”



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## “My New Goals”

Living and working  
abroad

Pushing myself  
outside my comfort  
zone because they  
yield the highest  
rewards

Keeping up with  
news abroad

Be more assertive in  
my next job

Do another abroad  
experience

Improve my World  
Language proficiency



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# Reflections on the Ground

**Bethany Judge**

Director of Undergraduate Affairs & Study Abroad  
College of Arts & Letters  
Michigan State University

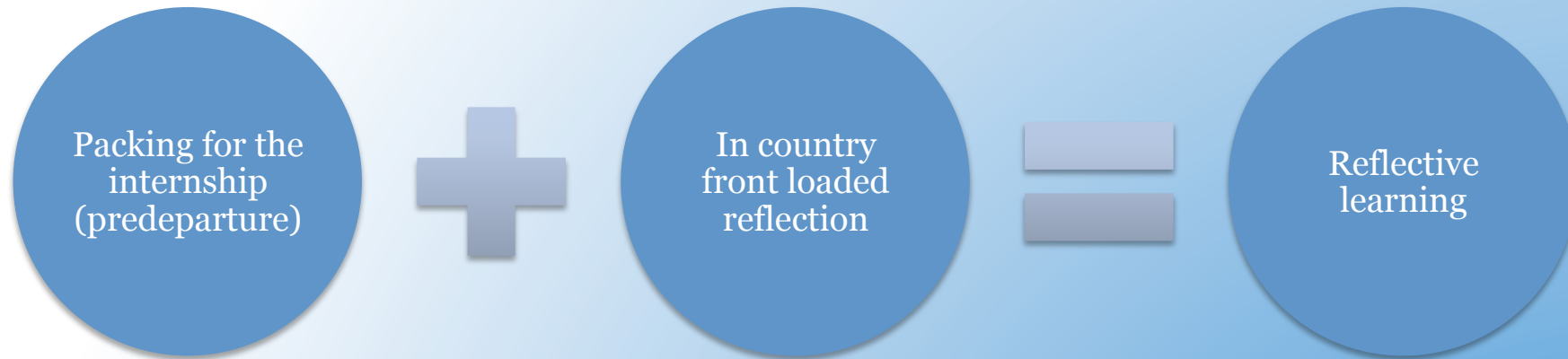
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# MSU Curricular Model

*3 College Internship Program*



14 locations based on common model:

Predeparture → varying lengths of orientation programs conducted by faculty

In country → guided assignments by faculty



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# Getting Ready to Depart

*Or... What Should I Put In My Suitcase?*

- Goals, goals, goals
- Realistic expectations
- Understanding intentionality





# Frontloaded Reflection

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*Or... What Should I be Thinking About? And Why Now?*

- Looking backward to move forward
- Its more than just learning by doing
- Challenge of timing for reflective exercises
- Capturing the moment
- Institutional commitment to assessment and measuring outcomes



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# What Do We Want Them To Reflect On?

- Learning opportunities abroad
  - Professional
  - Personal

LIBERAL LEARNING GOALS	RELATED GLOBAL COMPETENCIES
Analytical Thinking	<ul style="list-style-type: none"> <li>• Understands their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.</li> <li>• Perceives the world as an interdependent system, recognizing the effects of this system on their lives and their personal influence on the system.</li> <li>• Frames, understands, and acts upon their judgments from multi-disciplinary perspectives and worldviews.</li> <li>• Understands how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas.</li> <li>• Understands the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.</li> </ul>
Cultural Understanding	<ul style="list-style-type: none"> <li>• Understands the influence of history, geography, religion, gender, race, ethnicity, and other factors on their identities and the identities of others.</li> <li>• Recognizes the commonalities and differences that exist among people and cultures and how these factors influence their relationships with others.</li> <li>• Questions explicit and implicit forms of power, privilege, inequality, and inequity.</li> <li>• Engages with and is open to people, ideas, and activities from other cultures as a means of personal and professional development.</li> </ul>
Effective Citizenship	<ul style="list-style-type: none"> <li>• Develops a personal sense of ethics, service, and civic responsibility that informs their decision-making about social and global issues.</li> <li>• Understands connections between personal behavior and impact on global systems.</li> <li>• Uses their knowledge, attitudes, and skills to engage with issues that address challenges facing humanity locally and globally.</li> </ul>

## LIBERAL LEARNING GOALS

## RELATED GLOBAL COMPETENCIES

### Effective Communication

- Recognizes the influence of cultural norms, customs, and traditions on communication and uses this knowledge to enhance interactions across diversity.
- Has proficiency in a 2<sup>nd</sup> language and understands language relates to culture.
- Uses observation, conflict management, dialogue, and active listening as means of understanding and engaging with different people and perspectives.
- Communicates their ideas and values clearly and effectively in multiple contexts, with diverse audiences, and via appropriate media and formats.

### Integrated Reasoning

- Understands their place in the world relative to historical, geopolitical, and intellectual trends, including the geographic, socio-cultural, economic, and ecological influences on these trends.
- Perceives the world as an interdependent system.
- Frames, understands, and acts upon their judgments from multi-disciplinary perspectives and worldviews.
- Understands how different disciplines contribute to knowledge of global processes, such as those related to health, food systems, energy and other areas.
- Understands the cultural, disciplinary, and contextual role, potential, and limits of problem-solving techniques and that cultures and disciplines conceptualize data, methodologies, and solutions differently.



# Post Internship Reflection

*Unpacking*

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- Guide students through exercises to help them describe the experience
  - It has to be more than “life changing”
- Use the descriptions to move students forward in thinking
  - Personal, professional, specific skills, knowledge
- P-A-R-K method



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# How to Help a Student Unpack

- Context
- Question
- Build your own understanding
- Push, push, push
- Help the student tell their story so it develops into an ability to describe the experience as a set of experiences resulting in a set of skills



# Did Learning Happen?

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*I actually learned that I do NOT wish to work for an NGO in the future. Figuring out what you don't want to do just makes it that much easier to figure out what you do want to do, however.*

*The internship gave me opportunities to interact not only with the people that I directly worked with but their friends and families along with many other people around the internship site. This allowed to add to what I knew about the culture and challenge what I thought I knew. Overall this internship has given me new perspective and made me more understanding of Buddhism, Tibetans, Indians, Hinduism and Sikhism*

*Having moved around in the U.S. growing up, I thought I was used to losing my cultural world and re-adjusting. However, I was quite shocked by how culturally off-balance I felt for the vast majority of my time there. I learned not to underestimate the effect that things like language barriers, un-observed racism,..... I felt overwhelmed by grief for all of the unmet needs in South Africa.*

*Just the fact of living in rural India was a great learning experience. I encountered many scenarios that made me think about the things I had learned in classes and apply them to the real life situations.*

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# Preparing for Re-entry

**Terence Treadwell**

Operations Director

EUSA - Academic Internship Programs



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## EUSA - Academic Internship Programs

- Operating programs in London, Dublin, Madrid, Paris, and Geneva
- Working with 49 university partners
- Delivering more than 120 programs annually
- Placing approximately 2,000 students each year in academically focused internships



# EUSA - Academic Internship Programs

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## EUSA & University

- Program development
- Predeparture preparation

## University

- Student Recruitment & Selection
- Credit

## EUSA

- Internships & Academics
- Program management



# Program Structure

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- Programs vary from 7 weeks to 16 weeks
- Academic components built in partnership with the partner university
- Visa regulations can be a driving force in program structure
- Students joining us range from Freshman to Senior level
- Disciplines can be as diverse as architecture through to zoology
- Challenge: find a flexible learning model to enable students of all levels and backgrounds to identify their takeaway learning from the internship



# Internship Research Paper

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- Undertaken during the internship experience
- Links the practical experience of working abroad and the professional development therein, with an academically focused reflection
- Internships are used as laboratories in conjunction with current texts, online resources, articles, and research to help further professional and personal insights, as well as learning
- Students are provided with a choice of questions on which to base the paper, looking at three key contexts: economic, political & society, and culture
- Course is an integrated part of the program



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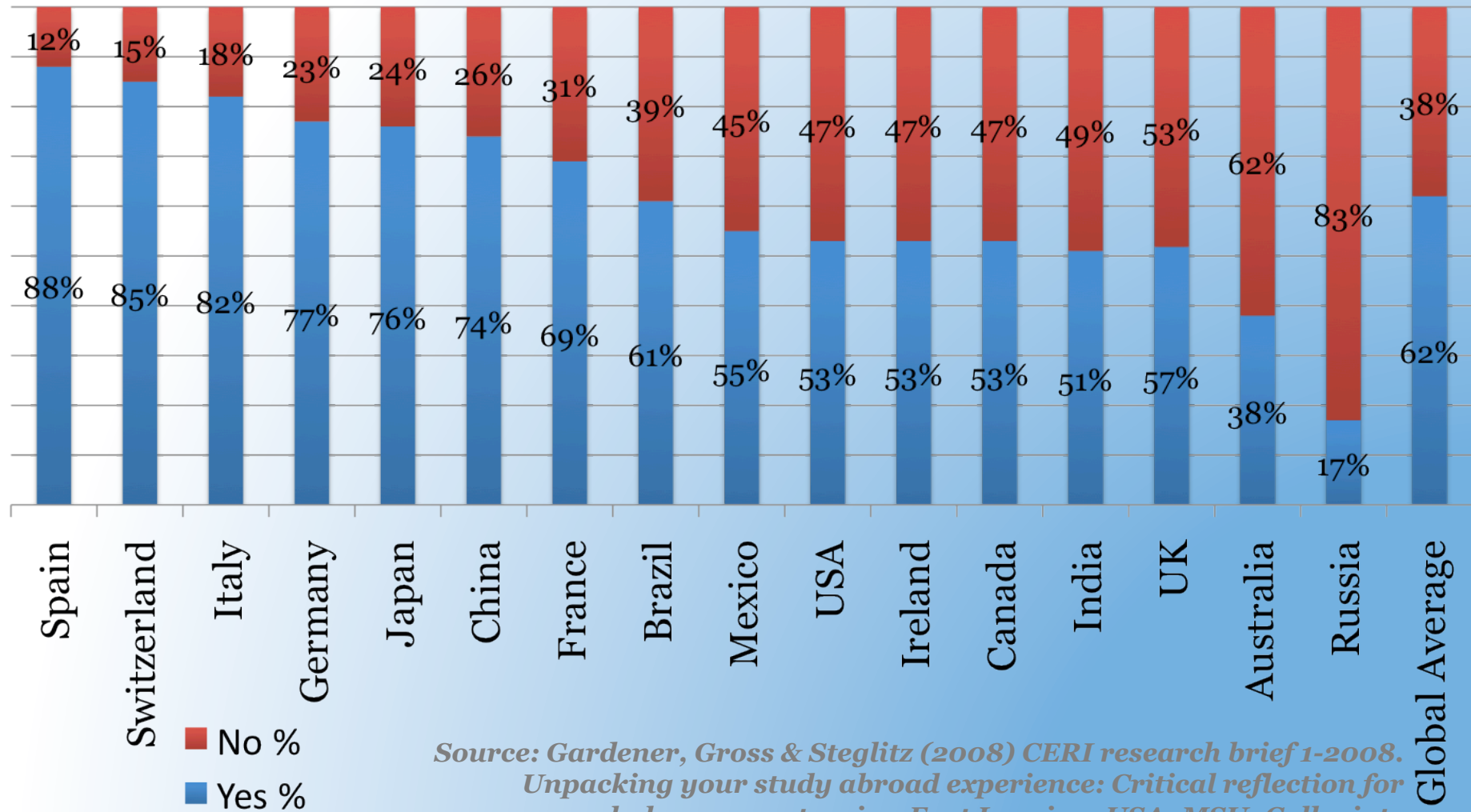
# Re-entry Workshops

- ‘Making the Most of Your Internship’
- Workshop held in the final week of the internship
- Reminds students of their original goals for the experience
- Examines employers views on internships and study abroad
- Guides students through their self reflection & highlights what they have achieved
- Makes them question their experience
- Advice on resume updating
- Helps students to present in a professional manner their experiences



*Proportion of Employers Actively Seeking or Attributing Value to an International Study Experience When Recruiting*

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*Source: Gardener, Gross & Steglitz (2008) CERI research brief 1-2008. Unpacking your study abroad experience: Critical reflection for workplace competencies. East Lansing, USA: MSU: Collegiate Employment Research Institute.*

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“Even if domestic graduates never leave their own country, on graduation they will be forced to compete in an international, or multinational work and discovery environment.”

*Zimitate C. (2008) Internationalisation of the undergraduate curriculum.  
Dunn and Wallace, Teaching in Transnational Higher Education*



# Capstone Course

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- ‘Maximizing the Internship Experience’
- 2 week course taken after internship
- Triangulates the academic, professional and personal learning outcomes of the internship
- Goal is to identify skills gained in anticipation of future studies and employment needs
- Assessment made through presentations and a Personal Development Plan



# Capstone Course

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Self  
Awareness

Cultural  
Competencies

Transition  
from Student  
to Employee

Personal  
Skills  
Development

Flexibility

Willingness to  
Learn

Initiative &  
Enterprise

Networking

Commitment  
and  
Motivation

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# Personal Development Plan

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- Personal statement from each student
- Review of 3 areas:
  - Academic learning attained
  - Professional skills developed
  - Life skills acquired
- Pitch as if being made to a future employer
- Emphasis on persuasion based on evidence
- Goal: to support the students in recognizing the full range of their achievements and to be able to contextualize them



# Did Learning Happen?

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*Be open minded and do not limit yourself by having a specific goal oriented with your experience. You will be surprised by how much you can learn if you decide you want to broaden your horizon and have a good work ethic to go along with it.*

*Alice, Fall 2012*

*The constant case study may seem a bit monotonous at times, but I enjoyed my experience. I was engaging in critical thinking and I learned much more than I ever thought I would. This was the most educational internship that I have ever done.*

*Becky, Fall 2012*

*It is challenging since it is a different cultural environment, but as a challenge it helps you define yourself more; you question yourself, you learn more, you put on practice what you think you know, you analyze real-life situations and make real life decisions. It increases your knowledge in your area of interest and also helps you to define better what you really would like to do in the future as professional.*

*Steven, Fall 2012*



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# Homeward Bound

## Challenges & Opportunities

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# Contact Details

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