
THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Blending the Old School with the New: Reflection in Online Internship Courses

*National Society of Experiential Education
Annual Conference, October 7, 2015*

Jessica McCaughey, Assistant Professor, University Writing Program
Anne Scammon, Managing Director, Center for Career Services



Center for
Career Services

[go.gwu.edu/career services](http://go.gwu.edu/career_services)

Agenda

- Learning Goals
- Two Perspectives and a Partnership
- Challenges and Solutions
- Technology
- Variation on Bloom's Taxonomy
- Assessment of Student Learning
- Demonstration of Online Courses
- Action Plan



Learning Goals

- **Participants will be able to:**
 - identify four strategies with accompanying technologies for developing an online intern class
 - trouble shoot common technology challenges related to online intern classes with reflection
 - create new ways to solve curriculum dilemmas often found with online intern classes featuring reflection



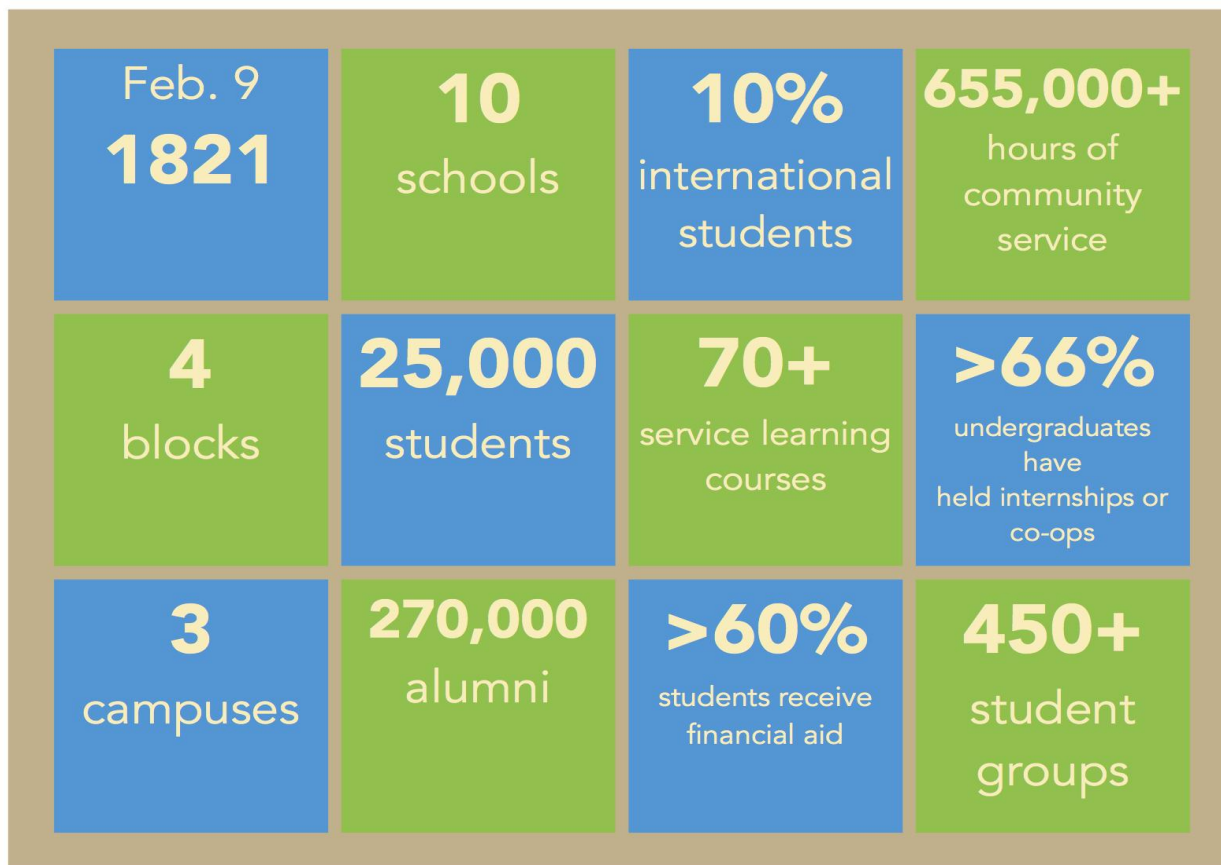
Your Learning Goals

- What are your learning goals for today?
- Do you have challenges and accomplishments related to the topic? Are you considering an online intern course?
- Please share with your partner and report to group. Record response/presenters reference)



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC



Center for
Career Services

[go.gwu.edu/career services](https://go.gwu.edu/career-services)

Two Perspectives + a Partnership

- **UW 2020: Internships and Workplace Writing**
 - 3 credits/graduation
 - GW School of Arts & Sciences University Writing Program
 - Undergraduate Summer
 - Second summer
 - Faculty (M.F.A)
 - University Curriculum Writing
 - Reflection Technology Expert
 - Synchronistic
- **UNIV 2001: Elective “Career” Internship**
 - 1 credit/not graduation
 - Center for Career Services, Student Affairs
 - Undergraduate Summer
 - First time pilot
 - Student Affairs (M.A.)
 - Adult Education Curriculum
 - Reflection Technology Novice
 - Non-synchronistic/BB master



Learning Outcomes for Courses

UW2020: Internships and Workplace Writing

- Articulate foundational concepts in the discipline of Writing Studies
- Develop strategies for reading diverse documents
- Conduct research proficiently
- Compose well written assignments and documents for specific rhetorical situations

UNIV2001: Elective Internship/Experience, Reflection, Career

- Identify five career-related strengths
- Observe and reflect on internship experiences.
- Draw conclusions about new knowledge and insights, and consider action.
- Identify workplace strategies for success related to team work, supervision, work culture, communication, leadership, professionalism.



Reflection: Old School/New School

- Hand-written reflection journals
 - In-person class discussions
 - Asynchronous
 - **Reflection is essential**
- Blogs, Tumblr, Wordpress, e-Portfolios
 - Discussion boards and forums
 - Synchronous
 - **Reflection is essential**



Technology/Reflection/Curriculum Challenges and Solutions

UW 2020: Internships and Workplace Writing

- Instructor technological limitations
- Student technological limitations
- Asynchronicity
- First full-time work experience for most students = time management
- Organizational concerns of confidentiality
- Implementing meaningful discussion online, allowing students to shape that discussion

UNIV 2001: Elective “Career” Internship

- Introduce New **Online Intern Reflection** Course
- Credit and the Academy
 - Limited curriculum practice
- Reflection/Technology
 - Dependent on university service
 - Request intervention
 - Communication/vocabulary with IT and eDesign colleagues
 - Limited technology acumen
 - Short term turnaround



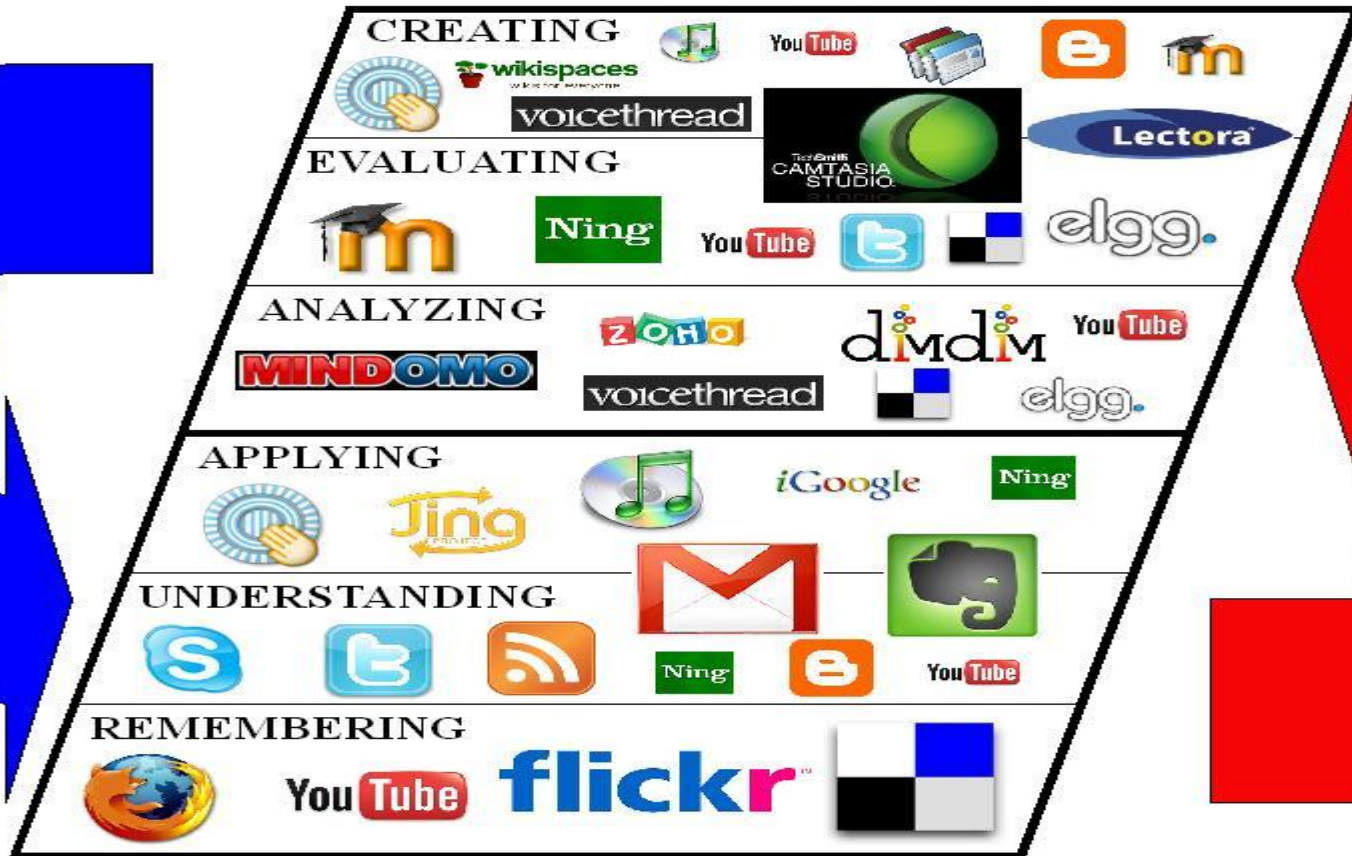
Current Teaching Technologies

University Writing

- Blackboard
- Wikis
- Jing
- Classroom laptops
- Skype
- Sound/video recordings
- Online grammar tutorials
- Blogs
- Podcasting software
- Video editing software
- Digital note-taking tools
- Google docs
- Word (digital grading)
- Facebook/Twitter
- Instagram
- ***UNIV 2001:** Blackboard, Videos, TED Talks



A Variation on Bloom's



*Based on the 2009 "25 Tools" A Toolbox for Learning Professionals, published at:
<http://www.c4lpt.co.uk/25Tools/index.html>
 2009 M. Fisher <http://mikefisher.pbworks.com>



Center for
Career Services

[go.gwu.edu/career services](http://go.gwu.edu/career%20services)

Technology Cautions

- Resolve whether technology-based work is (or isn't) formal/ professional/ academic/important writing
- Don't use technology for the sake of using it
- Ask, will it advance my students' learning?
- Ask, will it improve my teaching?
- Actively supplement student technology proficiency
- Focus students on the “right” class technologies
- Adjust as needed
- Put “last-resort” technology into place





GW UNIV 2001 Assessment

- Strongly agreed/agreed that they were better able to:
 - understand the professional workplace (83%)
 - be an effective employee in a professional setting (74%)
- Half of students reported that the “favorite” part of the course was the weekly reflection assignment.
 - *The best part of the class was writing my thoughts. It helped me see bigger picture.*
 - *My favorite part was reflecting each week. It made me think about what I was doing at my internship.*
 - *That it gave me to a chance to reflect on my internship in a way I wouldn't have on my own.*
 - *The weekly reflections echoed my internship experience -- I'm more confident in my career choices because of it.*
 - *Being able to have a designated time to reflect that I might not have otherwise.*
 - *The reflections. I now have documentation of my journey at my internship.*
 - *I learned about professionalism and reflected on the week through writing*



UNIV 2001 Assessment

“I believe the biggest change within me this summer is to make sure that the work I do is meaningful. The experience has made me see the very best in people and has given me more hope than ever that I will have a successful future ahead of me.” Summer 2015 Student/Intern

“Though this internship [Federal Reserve of New York] taught me so much technically, I found that I don’t think I would be happy working a 40 hour/week corporate job in the future. Spending time around other interns who aspire to be wall street bankers has taught me to not take life so seriously -- that I should take my career and my aspirations seriously – but I shouldn’t be taking them too seriously.” Summer 2015 Student/Intern

“My internship actually taught me a lot about how DC operates. I now view the city not just as the place where I go to school and a historical capital but also as a hub for the interests of advocacy groups, corporations, and individuals. My internship on K Street reinforced the concept of Washington truly being the capital of the United States in a way that monuments and government buildings could not.”



UW 2020 Assessment

“I am at a time in my life where it is the most important to reflect upon my work and figure out what I really want to do with my life and without the blog component, I don’t think I would’ve invested as much time into doing so. As well as figure out what I don’t want to because if I find myself in a place where I am really unhappy, I would rather it be now than in 10 years.” – Summer 2015 Student/Intern

“Furthermore, I was excited to reflect on my own experience as an intern. Although in the past I have had internships, I have never really had time to sit down and think about my position or what I was doing. I’m really glad I got the chance to do that in this course. Being accountable for a reflection almost every day kept me engaged throughout the course.” – Summer 2015 Student/Intern

“I think it is really telling of the...bond we’ve developed with each other that we all seem to be talking about the internship and how it shaped ourselves, but most importantly how it shaped ‘us.’ This very inclusive use of terminology that shows that we’ve actually gone through this experience together.” – Summer 2015 Student/Intern



Online Demonstration

- UWP 2010
- UNIV 2001
- https://blackboard.gwu.edu/webapps/blackboard/content/listContentEditable.jsp?content_id= 6568729_1&course_id= 253723_1



Action Steps

- What would I like to do based on my learning today?

- Do I need additional information, resources, training and where will I seek that support?

- What one purchase, meeting or activity will I complete to support this interest?

- The following people at (home university) will be able to support me in this interest, and I will contact them by . . . ?

- I will pick one person in this workshop to support my interests, and I will exchange cards with him/her . . . ?



THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, DC

Blending the Old School with the New: Reflection in Online Internship Courses

*National Society of Experiential Education
Annual Conference, October 7, 2015*

Jessica McCaughey, Assistant Professor, University Writing Program
Anne Scammon, Managing Director, Center for Career Services



Center for
Career Services

[go.gwu.edu/career services](http://go.gwu.edu/career_services)