Pamela Roy, Ph.D.
Poster Community Coordinator, Academic Internship Council
MESSAGE FROM THE POSTER COMMUNITY COORDINATOR

Building upon a successful launch in 2015, the Global Internship Conference will feature a Poster Community again this year. Posters will cover different issues and trends surrounding international experiential education. It is designed to offer an opportunity for one-on-one meaningful discussion between presenters and their audience and visual presentation.

In 2015, we welcomed 12 posters to the GIC community. Presenters traveled from Canada, China, Cuba, Denmark, Ireland, Mexico, Prague, Taiwan, the United States and other cities worldwide to participate in this inaugural event. Their posters included topics about research on the internship experience, careers and employability, and tools and platforms to enhance student internships. These proceedings highlight some of presenter’s work.

Presenting a poster is an excellent opportunity to build a professional network across mutual topics of interest. Poster presenters gain experience describing their work in a short, informal presentation and typically receive more audience feedback and interaction than panel presenters.

We hope you will consider submitting a proposal to present a poster at the Global Internship Conference in Boston, June 15-17, 2016.

Best Regards,

Pamela Roy, Ph.D.
Academic Internship Council
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Global and Domestic Internships in Sustainability: Assessing Academic and Experiential Elements for Practical Application and Employability

Although a relatively young program, the Patel College of Global Sustainability (PCGS) at the University of South Florida (USF) is actively assessing academic and experiential elements for practical application and employability. For the 2015 GIC, these presenters examined and presented their strategies, experiences and data derived from their Global Internship in Sustainability program, including successes as well as failures and the broad implications of domestic versus international internships in relation to generating practical skill sets and marketable employment in the emergent field of global sustainability.

Contact Information: Joseph W. Dorsey (dorseyjw@usf.edu), Internship Director at the University of South Florida; Randall Pape (rpape@usf.edu), Academic Services Administrator at the University of South Florida

Enrichment of Academic Development Through Internships

CIEE centre in Prague aims to entangle the internship experience with the academic process of students. Practices are being used to prepare both students and the institutions where the internships are being held (intercultural and personal). The poster also addressed the ways both parties are motivated and their desired goals.

Contact Information: Jana Cemusova (jcemusova@ciee.org), Center Director at CIEE Prague

The Impact Funded Initiatives have on International Education

Looking at The British Council’s Generation UK campaign, this poster session explored the importance of well-funded international experience programmes to encourage outward mobility. Using the example of CRCC Asia, the session examined how private partners can work with public bodies on such initiatives, to successfully achieve governmental policy objectives.

Contact Information: Edward Holroyd Pearce (e.h.pearce@crccasia.com), Co-Director of CRCC Asia; Steven Hutt, Head of Outward Mobility at The British Council China

Case Studies in Goal Setting and Reflection in Experiential Education

Through participant case studies, student and supervisor evaluations, and reflective essays, the presenters illustrated how formalized goal setting and structured reflection allows participants to understand and articulate the value of the experiential international experience.

Contact Information: Lauren Bruce (lbruce@studiesabroad.com), Director of Internships at International Studies Abroad (ISA)
Introduction
The Patel College of Global Sustainability (PCGS) at the University of South Florida (USF) offers a Master of Arts in Global Sustainability. In our innovative MA program, students pursue a multidisciplinary study of sustainability through environmental, technical, social, and economic dimensions. To leverage existing strengths in faculty expertise in global sustainability that parallel student demand, we have concentration areas in Energy, Water, Tourism, and Entrepreneurship.

All of our graduate students are required to complete a 4-8 week research-oriented internship in the US and/or abroad.

Over the past 5 years our students have conducted research focused internships in over 47 countries and 12 states in the US, including territories and the District of Columbia. Our Internship Coordination Team is consistently working hard to expand and secure viable and mutually beneficial internship opportunities for PCGS students across America and around the world.

The Internship Process
The Global Sustainability Internship was established to provide students with an opportunity to gain practical experience in their academic concentration, form professional relationships and career networks, and acquire research skills and insights into problem solving.

Students work with the internship staff and faculty to identify potential sites, develop their internship proposals and coordinate the logistics of an international internship experience.

A USF faculty supervisor on campus and an external supervisor on-site at the host location play important and pivotal roles in the development of the research project, supervision and guidance during the internship process, and the completion of final report.

Internship Blog
As part of the internship requirements, all students contribute to the PCGS student internship blog: https://pcgsusf.wordpress.com/. Students can share their experiences with faculty, staff, students, and the general public. It is a great way to showcase the individual experiences of our students, but also the variety of the projects that our students have completed.

Career Development & Employment
The Patel College prides itself on its efforts at career development and employment. Academic programming, internship experiences, skill set development, and professional mentoring are important aspects of our graduate program. Due to our integrated internship system many students find employment success in a variety of sectors.

Global Institutional Partnerships
PCGS is seeking to develop strong relationships with internship partners the world over as we seek to provide our students with the best options for a fulfilling experience that not only prepares them professionally, but will leave a lasting impact in the area in which they are working.
**Credit Internship in CIEE Prague - summary**

- Since 2008
- Core course of Communication, New Media and Journalism Program (since spring 2013)
- 20 - 27 placements per semester
- Catalogue with all positions available on-line prestigious positions *(Fulbright Commission, Radio Free Europe, FORUM 2000, UNHCR…)*

**Internship characteristics**

- 3-credit course offered in spring & fall
- Home institution approval before coming to Prague
- 70 - 100 hours on site with an internship sponsor
- Meetings with the Site Supervisor

**Academic part:**

- Bi-weekly seminars
- Professional journal
- Working on academic assignments
- Individual meetings with the Academic Advisor (working on a research paper/project)
- Research project (of 15 - 20 pages)
  - Final presentation and defence

- Key players:
  - Student (Intern)
  - CIEE Internship Supervisor (placement, support, leadership, communication w/Internship Sponsor)
  - Academic Advisor (for a research paper/project) The Internship Sponsor (organisation)
  - Site Supervisor (task assignment, guidance)

**Placement**

- Prior departure
  - Home institution approval
  - Position pre-selection (on-line list of positions, descriptions, requirements)
  - Cover letter
  - Resume
  - Pre-placement (based on pre-selection)

- On-site
  - Intro session with CIEE Internship Supervisor
  - Interview with Site Supervisor
  - Final placement

- Types of internship placements
  - Academic Subject Areas
    - Human rights, International relations, Political Sciences, PR, Education, Film, Media, NGO Sector
  - Research, Editing, Teaching, Presentations

**Managing expectations**

- What are on-site staff and internship supervisors looking at when students apply:
  - Amount of flexibility
  - Level of independence
  - Miscellaneous Skills
  - Previous experience
  - Major/minor
  - Personal interview on-site

**Internship Learning Objectives**

- Ability to observe Czech working environment and report on its characteristics.
- Gaining sufficient insight to describe the institution/organization position, its role and impact on the context of other institutions in the field.
- Demonstration of in-depth intellectual pursuit of the topic of choice related to applied knowledge in the area of expertise of internship placement.
- Comparison and contrast of team work and working style differences between US and CR.

**Internship Outputs**

- Work experience
- Intercultural cooperation, development
- Intercultural communication
- Personal leadership
- Communication, presentation skills
- Resume enhancement
- Professional contacts abroad
- Enhancement of independence

**Challenges**

- Leaving comfort zone
- Different style of communication
- Lack of guidance
- Motivation
- Collaboration with the Internship Sponsor
The Impact Funded Initiatives have on International Education

**Government Partner**

"Funded initiatives such as Generation UK – China can act as an effective catalyst for the development of an increased and sustainable flow in international student mobility. On top of directly supporting students to pursue their international ambitions, the campaign also has a role to play in galvanising and co-ordinating the efforts of educational institutions and businesses who want to make headway in this area."

Steven Hutt, British Council China

**Outcomes of a government/provider collaboration**

- Increase in funding
- New targets
- Feedback
- Improve bilateral communication
- Increase outward mobility

**University Partner**

"The Salford China Internship Programme, funded by the university, CRCC Asia and Santander Universities, is unique. The students are extremely intelligent, dynamic young people and Salford will learn a lot from hearing about their experiences when they get back."

Professor Martin Hall, Vice-Chancellor of the University of Salford

"Securing funding from the Freeman Foundation is transformational for Villanova University, and more importantly, for our students who could not otherwise pursue their international ambitions."

Levi Brautigan, Associate Director of Study Abroad, Villanova University

"The Sussex China Internship Scheme is initially open to 30 students for 2015, rising to 300 for 2018...this demonstrates our commitment to ensuring the brightest futures for our graduates."

Professor Michael Farthing, Vice-Chancellor, University of Sussex

**British Council Generation UK Statistics**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of UK students in China</th>
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<tbody>
<tr>
<td>2012</td>
<td>4,907</td>
</tr>
<tr>
<td>2013</td>
<td>6,500</td>
</tr>
<tr>
<td>2014</td>
<td>7,464</td>
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**CRCC Asia’s Worldwide Participant Funding Source**

- Self-funded
- Uni. or Gov Scholarships
- CRCC Asia Scholarships

**Advantages of collaborating with a regional expert**

- Visa expertise
- On the ground support
- Language skills
- International Reputation
- Business contacts
- Cultural immersion
- Health and safety
- Marketing Expertise
- Offsetting Cost

**CRCC Asia Alumni**

"Experiences such as mine in China are especially important because all too often there are numerous barriers – both physical and societal – in the UK that hinder disabled people... The person’s own possibilities and horizons will be expanded, and over time, the wider society will come to regard seeing disabled people in all areas of life completely normal.”

Jessica Stubbs, 2013 Disability Scholarship alumnus

"I was the first person in my family to do a study abroad program or an international internship. Having the opportunity to pursue such an opportunity made me feel proud and determined to push the barriers in learning and seeking opportunities outside of the UK, and also outside of my comfort zone. Generation UK was a massive assistance in helping me to decide what to do in my future career."

Mohammed AL, 2014 Generation UK alumnus

**CRCC Asia’s Funded Places**

- USA: 170
- Europe: 157
- Asia: 113

CRCC Asia’s 2015 Part/Fully Funded Places

- Asia Pacific 2015: 65
- USA 2015: 133
- Europe 2015: 144

**CRCC Asia’s Worldwide Participant**

- Self-funded: 1032
- Uni. or Gov Scholarships: 137
- CRCC Asia Scholarships: 507

**Rewarding**

- Enriching
- Broadening
- Globalisation
- Career-enhancing
- Alumni
- Eye-opening
- Investment
- Cultural exchange
- Faculties
- Motivating
- Enriching

University Partners: British Council, Santander, Generation UK

Santander Universities, University of Salford, University of Sussex
International Career-Building Internships

International Internship coupled with an academic course including clear learning objectives and assignments which impose the process of goal setting and reflection

- Placements are customized
- Academic supervisor leads the course via online learning management system
- Full-time internship
- 4 days = 32 hours a week; 5th day set aside for course material completion
- Students upload assignments via online Learning Management System
- Academic credit granted by Chapman University in Orange, California
  - 6-week = 4 credits
  - 10-week = 6 credits

INTERNSHIP COURSE LEARNING OBJECTIVES
Throughout the internship, interns will be expected to:

- Gain knowledge and skills specific to their internship placement
- Evaluate the experience from a scholarly perspective
- Reflect upon the cultural experience from an analytical perspective
- Reflect upon the experience from a personal perspective

On successful completion of this program, interns should be able to:

- The nature and characteristics of an international internship
- Reflect upon the cultural experience from an analytical perspective
- Academic credit granted by Chapman University in Orange, California
- Placements are customized
- Students upload assignments via online learning management system
- Academic credit granted by Carroll College in Helena, Montana for 1-6 U.S. credits depending on contact hours completed

COURSE COMPONENTS

Pre-Departure
Participants will complete a 1,000-word pre-departure paper regarding expectations and objectives for the internship.

Placement Activity Plans
Bi-Weekly Placement Activity Plans determining student objectives and what related observational tasks are to be completed in conjunction with the host-site supervisor

Analysis and Reflection
A 2,500-word Student Analysis and Reflection of the entire learning experience submitted at the end of the internship

Supervisor Evaluation
A Mid-Placement and End-of Placement Evaluation will be completed by the host-site supervisor. This report is meant to give an overall assessment and professional evaluation of the student intern based on the intern’s professional development.

SERVICE-LEARNING COURSE OBJECTIVES

The broadest goals of this course are to:

- Successfully complete service in a community-based organization in a culture different than one’s own
- To reflect on this experience both orally and in writing with special emphasis on identifying cultural differences and possible similarities

The specific objectives/outcomes of this course are to:

- Help students connect to a new community by engaging in active and collaborative learning in a service placement and during group and personal reflection
- Encourage students to make real world applications of learned knowledge and theory
- Enable students to seek out and appreciate diverse perspectives and experiences
- Enhance students’ ability to work with others to explore ideas and to face new challenges
- Facilitate an understanding of personal efficacy and responsibility in a global community
- Develop and improve language proficiency, personal and professional skills within an international environment

Within the Final Analysis and Reflection Paper, students often express how the process of goal setting and reflection has helped them to understand the value of the experience.

“I had a great internship experience. I learned so much about different school working environments, and how education is structured around the world. My host teachers were extremely helpful and supportive as I took over teaching lessons in their different classrooms. I enjoyed going to the school and working with the students, and they helped me learn some rudimentary Spanish! I can’t believe that the time went by so quickly, and I wish that I could have stayed longer. Thank you so much for helping me take this opportunity!” — Abbie Streuten, Spring 2015 intern, Spain

“Through preparing for the interview for the internship placement, I was able to gather my thoughts and figure out what it was I was hoping to gain from this internship on a professional level. I learned to keep my expectations at a more realistic level but also to have high hopes for the opportunity approaching.” — Brenda Darcy, Summer 2014 intern, China

“I believe that I have been able to apply what I have learned in this course in my internship. I have been able to incorporate multiple concepts and theories I have learned in this class into my work placement.” — Shaylyn Berntson, Health Care in Morocco, Fall 2014

Service-Learning Experiences Abroad

Service-Learning experiences are coupled with clear learning objectives and assignments which impose the process of goal setting and reflection

- Placements designed to meet the needs of the local community
- Reflective activities with learning objectives designed to encourage students to consider the social implications of the service experience
- Students upload assignments via online learning management system
- Students may also enroll in academic courses at a host university while abroad during or before their service-learning experience
- Academic credit granted by Carroll College in Helena, Montana for 1-6 U.S. credits depending on contact hours completed

COURSE COMPONENTS

Pre-Departure
Prior to beginning the program, students will complete a Pre-Departure Reflective Essay.

Community-Based Experience, Log of Hours and Weekly Journal
Students can expect to work 5–35 hours per week depending on if the service-learning program is full time or undertaken alongside coursework at a university. A Log of Hours records the student’s contact hours and the Weekly Journal documents on-site experiences and goals for the following week.

Reflective Essays
Students will respond to a series of prompts which elicit individual reflections.

Attendance & Participation in Group Discussion Meetings
Group discussions facilitate student reflection about the social implications of their service-learning experience. The discussions will also consist of professional development exercises geared towards improving professional skills and knowledge related to international experiences.

Organization Supervisor Evaluation
The organization supervisor will complete an evaluation providing feedback regarding the student’s contribution to the organization. The evaluation will highlight goals achieved, evidence of professionalism, and identify successful completion of projects and/or initiative.

Portfolio with Final Reflective Essay
The portfolio consists of all the products produced during the program including a final reflective essay. The portfolio documents the experience in an integrated and comprehensive product and format which can be used to provide a representation of the participant’s experience, both academic and professional.

After careful reflection of their time abroad, participants are able to understand and articulate increased self and global awareness, especially as it pertains to their future aspirations.

“I hadn’t had any sort of internship or service-learning experience prior to my time abroad in Morocco, and I have already found that I am viewed very differently by peers, educators, and potential employers simply from the fact that I undertook a service-learning program abroad.” — Shylyn Berntson, Health Care in Morocco, Fall 2014

“Jordan was eye opening to say the least. From experiencing the wonders of the world to being in a country devoted to upholding peace, it is a time of my life that I will carry with me forever.” — Kiera Murphy, Social Work in Jordan, Summer 2014

“I’m immeasurably thankful for everyone who has guided, helped, taught me over the past few months. My experience has been the most eye-opening, world-expanding, mind-blowing learning occurrence that I could have hoped for. There is simply no substitute for getting out in the world and living.” — Kathleen Child, Health Care in India, Summer 2014
STUDENT EXPERIENCE-RELATED POSTERS

Homestays – A Powerful Tool for Students and Universities

Homestays have long been the preferred accommodation solution for study abroad and international internship departments. They heighten cultural immersion and increase institutional capacity for international recruitment. This poster addressed: What are the advantages and challenges of homestays? Who is responsible for recruitment, vetting, and supervision of host families? And what are the parameters to use? IEP has been using homestays for 25 years and has developed a management system to provide transparency and accountability to this essential student service.

Contact Information: Susan Goldstein, Independent Consultant at Susan Goldstein Associates (susan@sgoldstein-associates.com); Debbie Flynn, Founder and Managing Director of Irish Education Partners; Robin Byerly; Jennifer Guillaume
HOMESTAY ACCOMMODATION
Stay with a local in their home

HOMESTAY ACCOMMODATION

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<td>Language, dialect</td>
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<td>Security</td>
<td>Care, security</td>
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<tr>
<td>Transparency</td>
<td>Photos, message, call, video</td>
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<tr>
<td>University Partnerships</td>
<td>Visibility, customer care</td>
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Presented by: Mark Flynn, www.iepartners.com, contact: mflynn@iepartners.ie
Eric Stout, www.homestay.com, contact: eric.stout@homestay.com
**A Comprehensive Approach of Internship and Employability Dynamics: Cooperation Strategies among Companies, Government and University**

University-Company-Government cooperation is the base of an internship strategic model with multiple benefits to those involved in the process. Contribution from the government through first employment policies, from companies through training and building up a source for future professionals and from the university through personalized advice on the development of skills in the recruitment process and the applicability of the internship, all of these encouraging the employability of students.

Contact Information: Maria Chona (maria.chona@unisabana.edu.co), Manager of Academic Internships at Universidad de La Sabana; Lina Maria Martinez (lina.martinez1@unisabana.edu.co), Manager of Academic Internships at Universidad de La Sabana; Olga Lucia Escobar (olga.escobar2@unisabana.edu.co), Academic Internship Coordinator at Universidad de La Sabana

**International Internships: Maximizing the Experience to Enhance Employability**

This session aimed at illustrating the Absolute Internship model for defining, understanding and assisting international interns with their professional goals. Students interning abroad do not often understand the importance of the experience once added to their curriculum. As a university or an international program provider it is essential to help students in determining their goals and assist them integrating their experience into their professional career.

Contact Information: Aurélie Chouaf (achouaf@absoluteinternship.com), Director at Absolute Internship

**Internship at The Danish School of Media and Journalism – The Road to a Successful Career**

Sixty percent of all students at the Communication Programme at The Danish School Of Media And Journalism have a business relevant full-time job prior to finishing their studies. This poster disclosed the methods and approaches behind these numbers and focus on: employer branding – creating a distinct profile for the Communication Programme; bridging the gap between academic and business requirements; and strengthening ties to the communication business and creating (more) jobs.

Contact Information: Ole Rasmussen (ora@dmjx.dk), Associate Professor for the Communication Programme at The Danish School for Media and Journalism

**Enhancing Employability through an Internship in China**

Institutions and policy makers alike have identified China as a key study abroad destination for students, but does traveling half way around the world to get an internship experience to enhance their CV increase a student’s employability? Highlighting the unique challenges they will face in China, the presenter examined what role each of the stakeholders play, and best practices required for a student to enhance their employability.

Contact Information: Ben Lemmon (b.lemmon@immergei.com); International Sales and Marketing Manager at ImmerQi
A COMPREHENSIVE APPROACH OF INTERNSHIP AND EMPLOYABILITY... DYNAMICS:
COOPERATION STRATEGIES AMONG COMPANIES, GOVERNMENT AND UNIVERSITY.

ABSTRACT
University-Company-Government cooperation is the base of an internship strategic model with multiple benefits to those involved in the process. Contribution from:

- The Government through public policies and HR strategies,
- Companies through training and building up a source of opportunities for future professionals,
- The University through personalized advice on the development of skills in the recruitment process and the applicability of the internship, all of these encouraging the employability of students.

METHODS
University Strategies
- Recruiting process workshops.
- Business relationships: creation and promotion of internship scenarios.
- Performance assessment models.
- Personalized guidance before and during the internship process.
- University - Companies feedback meetings.
- Applied academic project.
- Internship Excellence awards.
- Academic update through Webinars

Company Strategies
- Successful training programs.
- Attracting new talents strategies: with the support and cooperation of universities.
- Talent acquisition as a marketing opportunity.
- Interns Empowerment
- 3M Testimony

Government Strategies
- Information and statistics systems: SNIES (Sistema Nacional de Información de educación superior).
- National Education Observatory: OLE (Observatorio Nacional para la Educación): Supply information for young people to decide which career to study based on relevant data.
- Supply and demand of human talent.

RESULTS
- 84% of graduates found a job within the first six months after graduation.
- 57% of students are already working before graduation.
- 80% of graduates are hired in the region, national and abroad.
- 84% of the population that has similar career orientation is directly related with their profession.

DISCUSSION
University-Company-Government cooperation is the base of an internship strategic model with multiple benefits to those involved in the process.

The University accomplishes the creation of bonds with the business community, feedback spaces are generated to strengthen and align the academic program contents to the always changing business dynamics.

The business community benefits itself with young talents joining in, by means of structured recruitment processes. These interna provide skills and knowledge that invigorates and renews the company's procedures; as a result, companies can consolidate their staff.

For the Government the development of employability policies for young professionals helps by reducing the ratio of unemployment in new professionals and encouraging job opportunities that provide quality, stability and social security.

This strategic model focused on the students' skills and professional growth. The model provides the students the opportunity to generate added value and to start a career with their own personal brand, all that so they can succeed in a competitive global context, through the implementation of academic projects that make a difference in companies.

CONCLUSION

ACKNOWLEDGEMENTS

MSD offers you an opportunity to transition to the professional life, providing opportunities of participation in order to develop a continuous learning, which allows interns to implement improving proposals. The benefits for MSD are the value that the students generate with their proposals and the training of young professionals for the basic positions of the structure. MSD gives the student the opportunity to "live well." Ricardo Ramirez - MSD
INTERNATIONAL INTERNSHIPS: MAXIMIZING THE EXPERIENCE TO ENHANCE EMPLOYABILITY

WHAT EMPLOYERS WANT

68% of employers believe work experience is a more important factor than academic performances.

61% of companies plan to hire more interns in 2015 vs 2014.

8 in 10 HR Executives rank international work experience as their most important skills.

Top 5 Skills

- Cross-cultural communication skills
- Cultural awareness
- Indepandence
- Flexibility
- Maturity

WHAT STUDENTS WANT

1. Decide if the industry is the right one
2. Learn a foreign language
3. Gain industry experience
4. Invest in the future
5. Network

Obstacles

- Language barrier
- Unsupportive parents
- Cost
- Visa

Why an International Intern?

1. Identify new talents
2. Receive extra help on projects
3. Gain international perspectives / ideas

MAXIMIZING THE EXPERIENCE

Before
- Culture & Business Pre Departure
- Manage Expectations
- Administrative Guidance
- Financial Assistance / Budgeting

On Site Support
- Academic Internship Council
- UCD Dublin
- Michigan State University
- UU
- UC

Activities
- Academic Component
- Share Experience
- Follow up & Say thank you

While Overseas
- On Site Support
- Activities
- Academic Component
- Share Experience
- Follow up & Say thank you

Upon Return
- Keep in contact with colleagues
- Reflect on the whole experience
- Organize an exit interview
- Ask for recommendations
- Showcase skills & accomplishments

Leveraging an International Work Experience

8 Universities in Argentina, Canada, Mexico & USA
252 Employers in Beijing, Hong Kong, Shanghai & Singapore
253 Universities in China, Hong Kong, Korea, Singapore & Taiwan
350 students in 39 countries
Between October 2014 & April 2015

Base for Research
85 % of all students believe that the internship will pave the way for their professional career.

50 % of all internship companies want a new intern from the Communication Programme the following semester.

60 % of all students from the Communication Programme at the Danish School of Media and Journalism have a business relevant full time job prior to finishing their studies. A job that can be traced directly back to their paid internship.

Value for money
What would appear to be a paradox is that the paid internship actually makes it easier for the students to get a relevant job. The reasoning behind the argument is that the students hold positions where they are expected to deliver value for money. And in most cases they do.

The numbers behind
• The internship takes place both in the private and government sector, NGOs, national and international companies.
• The average monthly internship salary is approximately €1500 / $1650.
• 90 % of all students believe their internship will show them in which direction their career will take them.

Methods and approach
• Employer branding – creating a distinct profile for the Communication Programme.
• Bridging the gap between academic and business requirements.
• Strengthening ties to the communication business.

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THE COMMUNICATION PROGRAMME
THE COMMUNICATION PROGRAMME IS A PART OF THE UNDERGRADUATE PROGRAMME AT THE DANISH SCHOOL OF MEDIA AND JOURNALISM. IT IS A BACHELOR PROGRAMME Taught IN Dansk/English THAT CONSISTS OF SEVEN SEMESTERS WITH A TOTAL DURATION OF 7.5 YEARS (60 ECTS). THE THIRD AND THE SIXTH SEMESTER ARE DEDICATED TO INTERNSHIPS.
PROFESSIONAL & PERSONAL DEVELOPMENT IN CHINA

ENGAGEMENT
- Basic understanding about Chinese culture across various issues
- Articulate their experience as a foreigner living in China
- Respect for local customs

LIFE<Long>LONG LEARNING
- Explore an international career path
- Continued global learning
- Apply acquired overseas knowledge back home

DISCIPLINARY KNOWLEDGE
- Putting theoretical studies into practice
- Improved critical thinking
- Identifying relevant issues
- Improved articulation of thoughts
- Professionalism
- Understanding needs of their work peers

GLOBAL AWARENESS
- Current state of Chinese community
- Living in different physical environments

CULTURAL AWARENESS
- Better understanding of China and home country
- Developed global citizenship
- Adapting to different cultural settings

SOCIAL AND EMOTIONAL GROWTH
- Independence
- Self-confidence
- Self-awareness

LANGUAGE LEARNING
- Chinese communication skills
- Engage with others in various environments
- Appreciation of language to local societies

NETWORK DEVELOPMENT
- Professional networks for future collaborations
- Social network of Chinese and foreign peers

ALUMNI PATHWAYS:

- Graduate role at Bain & Company
- Working in Europe for Rovio
- Starting own businesses around the world
- Working in Government
- Appeared on Chinese TV

- Worked at UN & now setting up an NGO in Myanmar
- British Chamber of Commerce Manager
- Fluent in Mandarin
- Became “famous” in a boy band

- Founded Online Mandarin platform
- Lifelong friendships
- Pilot for a top airline
- Owns a restaurant & English school in Shanghai
- Held art exhibition in London

ImmerQi | INTERN | TEACHER | VOLUNTEER
TOOLS AND PLATFORMS-RELATED POSTERS

Digital Tools Applied to the Development of Internships and Research Projects

At present, the complexity of academic development and administration of internship programs and research projects require all available tools, so that, digital tools of information become an indispensable element in order to develop the program and for a proper operation. In addition, digital tools increase communication efficiency and reduce response time with partners in different countries, they facilitate the handling of large volumes of information and allow to provide better services to academic and business partners and students. Academically, technological tools speed up collaboration, improve the way to share content related with this academic projects and also the impact on the student's knowledge.

Contact Information: Jorge Luis Coronel Fuentes (jcoronel@itesm.mx), Professor of Digital Marketing in Business School ITESM, Monterrey

Meet MILE: An Innovative Platform to Track and Enhance Academic and On-Site Internship Learning

In an attempt to connect valuable elements of co-curricular learning during an internship to the on-campus academic experience, to guide and support our interns, to facilitate the awarding of university credit, and to accommodate the myriad of opportunities that exist, these presenters brought together a diverse team from across campus to design a unique, one-stop online platform to record and enhance each step of the internship experience.

Contact Information: Rachael Criso (rcriso@umich.edu), Director of the International Internship Program at the University of Michigan; Elizabeth Pariano (epariano@umich.edu), Manager of the LSA Internship Program at the University of Michigan; Phil D’Anieri (philipjd@umich.edu), University of Michigan; Jeff Stanzler, University of Michigan
Digital tools applied to the development of internships and research projects.
MILE: Michigan Internship Learning Environment

One-stop platform to track and post internship assignments and assessment

PROGRAM
MILE is an online program that guides students through the internship process, from before internship placement to after submitting the final assignment.

OFFERINGS
- Prep and guidance throughout internship
- Clear and sensible program structure
- Confidence in working independently
- One-on-one meetings, classroom workshops, online work, and virtual peer interaction
- Opportunity to receive internship credit

CURRICULUM
Stage ONE: Understand the requirements of a credit-earning internship.
  - Goal 1: Understand the internship process
  - Goal 2: Determine what internships are a good fit and learn how to secure an internship
  - Goal 3: Investigate what makes experiential learning unique and valuable
  - Goal 4: Learn about internship research and your role as the intern researcher

Stage TWO: Design an internship.
  - Goal 5: Secure an internship placement
  - Goal 6: Create a tentative internship research plan
  - Goal 7: Find a Faculty Advisor
  - Goal 8: Confirm Faculty Advisor. Finalize your research plan.

Stage THREE: Complete your internship, including data-gathering for the research project.
  - Goal 9: Teach and learn from others participating in internships
  - Goal 10: Gather enough quality data for your research project
  - Goal 11: Meet the work expectations of the internship placement

Stage FOUR: Report on your internship and research.
  - Goal 12: Synthesize the findings of your research
  - Goal 13: Present the findings of your internship research
  - Goal 14: Reflect on your internship experience

ADVANTAGES
- Customizable for any unit
- Flexible timing
- Full access for student, staff, internship host, and faculty
- Fully integrating internship experience into academics

THE CHALLENGE
TRACKING STUDENT PROGRESS: Developing effective tracking procedures should allow us to send out more targeted reminders to students.

MOVING FORWARD
- Adapt the MILE model across other on-campus units
- Broaden student outreach to increase student recruitment

Michigan Internship Learning Environment
Please reference the following citation format: