LIFELONG LEARNING PROGRAMME

International Internship AGORA (I2AGORA)

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Guidelines and Pedagogical Patterns based on good practice examples

Deliverable D5.3.1

WP5 – Synthesis of results-the "Magic cube" of internship programs

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INTRODUCTION

In the I2AGORA project the Internship 2.0 problem area was analysed through a three dimensional framework which was named the Magic Cube. Magic Cube dimensions were one starting point for evaluation of Internship 2.0. In this report the Magic Cube dimensions were refined: Stakeholders dimension was refined to a multilayer purposeful system, Vertical chronological dimension was refined to Internship Application Stage, Beginning Stage, Internship and Tutoring Stage, Post-Internship Stage, Horizontal dimension was refined to Formal Features, Culture and Competences, Infrastructure and Technology Transfer. In addition to the refinements a Maturity Model was developed to support Internship 2.0 related development activities.

Internship 2.0 experiences extracted in the WP5, where I2AGORA partners analysed Internship related EU Projects. During the summer 2012 I2AGORA´s 6 partners analysed 26 of 60 projects that concerned virtual mobility in international work placements. With 5 pages questionnaire carried out by Open Universiteit the Netherlands the pedagogical approach was asked in section 5. With this questionnaire Oulu University of Applied Sciences collected data with a form (attachment 1) that identified existing pedagogical patterns. In this report there is a summary of 7 pedagogical patterns in order to understand the presumptions behind actions in international internship process. This report supplements the confidential report of deliverable D3.2 established by Ouas in December 2012.

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PEDAGOGICAL PATTERNS

Pedagogical Patterns were asked from the I2AGORA partnership network during summer 2012. Partners described different pedagogical patterns that were identified during the project evaluation. Partners were asked to fill in a form (attachment 1) in which each pattern was identified and described. Of 26 projects that were divided to different partners for analysis, there were identified 7 common pedagogical patterns that occur in different stages of the internship. In this report these pedagogical patterns are described as common practices and for future research. All patterns are qualitatively at the same level. Numbering different patterns is only for the reader to help him/her to get quick overview.

Pedagogical patterns are described as follows:

1) Development of the Quality of Internship Networks
2) Blended Support for the Learning Process in International Physical Internships
3) Collaboration Maturity Levels and Internship Process Development
4) Internships and Learning Objectives
5) Risk of Failure and Pedagogical Alignment
6) Learning in action in international work placements
7) Experimental learning in non-formal education

In the next section each pattern are described as collected. This data does not concern deep analysis, but tries to open the pedagogical views that explain the actions in international internship process.

1) DEVELOPMENT OF THE QUALITY OF INTERNSHIP NETWORKS

European Network and standards for international placement is needed for common interest and acknowledgement of skills acquired during internship. The quality of internship networks includes good connections between organisations; both universities and companies. Main actors of developing the quality of internships are the tutors, mentors and educational designers in universities in the network. Home university needs to know where they are sending their students. Sometimes it is hard to know good company abroad for work placements. The quality of network means also, that basic common issues have been managed well. As an example the university abroad (or Quality Center) has already information about the company or institution where the student is planning to go. Quality Center abroad has also practical information of the local issues. Quality of networks also includes the network of disciplines like entrepreneurship, social sciences, technology, nursing or education.

In the students point of view, every stage must cover adequate actions so, that there is always someone to turn to, when problems occur. Tutors must realize that some students might not only have first time abroad, but also the internship might be the first time to be all by themselves. European standardization is difficult because of the difference of national conventions. For people it is traditionally easier to cooperate with organisations you know. Internships might fail because of

the bad preparation of student and tutor in workplace or university. The quality of internship includes many issues, like accommodation, safety, learning experience, tuition, and is part of every stage of the internship. Students nor educational designers can´t handle these procedures by themselves and therefore the need for quality network has been understood and carried out as good practice like National Quality Centers.

You still need to be aware that the meaning of quality might differ between partners. There is lot of different models and forms to control quality, but we should keep in mind not to make the process too bureaucratic and formal.

2) BLENDED SUPPORT FOR THE LEARNING PROCESS IN INTERNATIONAL PHYSICAL INTERNSHIPS

International student mobility (be it for study or for an internship abroad) requires long_term commitment and careful planning from the student. To make the most of an international exchange, students should prepare well before and be able to reflect on their learning experience during and after their exchange. Often the preparation of students who are going abroad is not sufficient and they lack information on practical arrangements, study or internship opportunities, learning outcomes, cultural aspects, etc. Also not only the more practical aspects of the exchange as such should be supported but the students' learning process as whole. Institutions should prepare students well before letting them go on an exchange and give as much information and support as possible. This can be done in many different ways and can also be done both face-to-face and online.

Students should be encouraged to reflect on their own learning experience during the exchange. This can be done through for example discussions on online or face-to-face, assignments or letting students keep a diary (e.g. blog) Support the students throughout the whole process.

Blended support, as a combination of face-to-face support (can be done only before and after) and online support (can be done throughout the whole process), seems the most appropriate way. Technologies should be an aid (choose reliable, accessible and user-friendly tools); some technical support might also be needed. Coach commitment is important and there is also noticed the importance of peer-to-peer support. This pattern is applicable to all stages in the internship (from the preparation until the evaluation of the internship).

3) COLLABORATION MATURITY LEVELS AND INTERNSHIP PROCESS DEVELOPMENT

Collaboration Maturity on all levels of the networking universities has an effect on actionable development activities of the internship process. This Pattern outlines the Collaboration Maturity Levels and proposes a networking university specific maturity description from three development points of view which helps to find out shared understanding and actionable development activities of the problem area. Development of Internship related collaboration is an organisational learning and innovation process which affect all levels of networking universities. In a purposeful system the learning of one subsystem must be aligned to its current collaboration maturity and maturity of other

subsystems of the networking university. The development process of Collaboration Maturity is an organisational learning process where parallel, coordinated, innovations proceed on several layer of the networking university. The problem of Maturity stages are described more precisely earlier in this report and it concerns every stage of the internship. There is no restriction to development question in process development.

4) INTERNSHIPS AND LEARNING OBJECTIVES

Practice must be defined, as part of curriculum, in terms of clear features. Learning objectives should be clear in mind of student and work life and academic tutors (mentors). Learning objectives should be clear to all stakeholders before the beginning of the Internship. Problem considered is that the expectation towards student´s abilities in work placement differs between different stakeholders. In order to get the learning objectives realistic and the quality of internship appraised, it should be noticed that stakeholders have common understanding of the goals of internship. Main goal is to gain work life skills to students and appraisal of the skills. Staff is needed to have formal agreements of the cooperation. International cooperation needs to be appreciated so that international cooperation gets enough resources in order to facilitate internships and create new networks.

Common question is how to organize and optimize the flow of information between partners and different stakeholders. Common practice needs common interest in international internships and clearly established learning objectives from different point of views. It should be noted that the student´s evaluation process is an important part of gaining mutual objectives. Learning objectives should be described in early stages of the internships (application and beginning stage).

5) RISK OF FAILURE AND PEDAGOGICAL ALIGNMENT

Pedagogical Alignment is a process where Internship related Goal Objectives, Internship Activities and Assessment of Outcomes are adapted to each other in a balanced way to support learner´s vocational growth. Shortages in the Pedagogical Alignment Process lead to difficulties or failures in the Internship Process. Pedagogical Alignment is an important success factor for international internships. There are three main options related to *Pedagogical alignment possibilities:* 1) Internships within partner universities, 2) Internships within university-enterprise partners, 3) Direct student-enterprise internships.

Pedagogical Alignment is needed to balance:

- Compatibility between student's vocational growth and Internship experience
- Student's formal and non-formal competencies to Internship related competence requirements
- Intercultural differences
- Goal objectives to Assessment of Internship Outcomes

This pattern is applicable to 1) preparation of Internship Calls, 2) Seeking Stage of Internships, 3) Beginning Stage of Internships 4) Tutoring during the Internship Stage

This pattern is needed to establish working plan while planning international internships. The main actors are planners and tutors, who do and evaluate activity planning during different internships. Risk evaluation should be notified not only in the point of organizational view, but also from the student´s point of view. Are the main risks noticed before the internship, what are the consequences if the risks become reality? The risk analysis should not be too heavy, but should include at the minimum of the social, pedagogical and practical (incl. personal and physical safety) risks.

6) LEARNING IN ACTION IN INTERNATIONAL WORK PLACEMENTS

Practice must be defined, as part of curriculum, in terms of clear features. Learning objectives should be clear in mind of student and working life and academic tutors (mentors). Workplace learning gives opportunities in action learning processes to students and mentors. Workplace learning combines theoretic and practical knowledge. Aim of the work placement is to increase the working skills and enable the student gain skills that are needed in working life. It is important for higher educational institutions to plan and to create good placements for students in order to keep the quality of education in good level internationally. Therefore work placements needs to be planned carefully.

Especially in international work placements cultural differences may affect to learning outcomes. Students and universities use huge amount of effort to organize international work placements. To gain good experiences and notable skills it is important for students and HEI´s that international work placements are successful.

In order to get the learning objectives realistic and the quality of internship appraised, it should be noticed that stakeholders have common understanding of the goals of internship. Main goal is to gain working life skills to students and appraisal of the skills.

The use of the action learning set as the small group of people is learning together. Virtual learning environment tools are used to support group and individual learning. Defined practice in curriculum, formal contract in the beginning of the Internship. Be aware that all partners (mentor at workplace, student, tutor at home university) are aware of the learning objectives and have understood the meaning of work placement similarly. Action learning in general is the most common way of learning. It needs the community of practice in which students can participate. These communities have to be prepared carefully, so that participating in practices is made possible.

Requirement to reflect learning could be hard. Key purpose of support is to show that usage of tools can help deepen learning. Learning in Action is not in the middle of the application stage, but comes into reality in the beginning, internship and tutoring stages, where the activities are carried out and evaluated by the student, tutors and educational designers.

7) EXPERIMENTAL LEARNING IN NON-FORMAL EDUCATION

In project meetings and the use of manual the pedagogical approach was based on non- formal education principles in which the participants are central in the learning process. It is presumable that also in case of virtual mobility the non-formal education is preferred. Student´s don´t necessarily have non-formal communities in which they can create and innovate new things.

There is also indicated methods of experimental learning ie. discussions, simulations, role plays (role of mentor/tutor/trainees etc. In order to facilitate non-formal education, educational designers must take into consideration that during the internships students need help to settle in to the new environment. These non-formal situations are extremely important when creating trust and innovations in communities. Students can be shy at the beginning of internship and this stage is important for the whole success of internship experience.

There is need for common rules to recognize and certify internationally non-formal skills. Helping student to participate in different non-formal groups i.e. virtual groups, peer-to-peer guidance, local groups etc. Educational designers and tutor should be trained to notice the importance of non-formal actions. Because of the differences of culture cultural training is also important. In some cultures non-formal education is not necessarily acknowledged.

This pattern concerns non-formal education during internship. It can be planned at the beginning, at least the circumstances should be planned so, that students have opportunities to participate different groups that enables non-formal education.

8) CONCLUSIONS

In international internships non-formal education is very important issue in planning and implementing internships. Learning objectives either based on formal or non-formal education should be notified at the beginning of the internship through the ending tasks. Nonformality gives learning opportunities in such way that might be fruitful also for tutors, mentors and students.

Interdependencies and connectedness between relationships of partner networks seems to have impact on how routines and tasks are accomplished. This has an effect on students experience and also to the quality of networks. The quality of networks can be seen in different textures like technology, knowledge available, social relations, administrative routines and legal agreements. They all need some attention to taken care of in every stage of the internship despite the maturity levels of layers.

Inadequate resources of tutors and educational designers internationally might diminish the amount of non-formal educational. Lack of information restricts the possibilities to participate. Varying practices between countries and institutes complicates the certification of non-formal education in curriculums.

For further discussion of pedagogical patterns used in International Internships it is needed for more data than in this paper can be shown. This is meant to be a glimpse for the issue but surely implicates some subjects behind the internship models. There is no question of the need for more basic research of pedagogical patterns and maybe even hidden beliefs behind international internships. It is proved that international internships are valued in Europe and therefore the work for common good practices should continue.

ATTACHMENT 1. TEMPLATE FORM FOR PEDAGOGICAL PATTERNS

Pedagogical Patterns
Name of the Pattern
International Internship Agora (I2AGORA)

Category

Internship Process
- Internship Application Stage
- Internship Beginning Stage
- Internship Activities Stage
- Tutoring Activities Stage
- Post Internship Stage

Nature of Internship
- Physical Internship
- Virtual Internship

Internship Roles
- Student(s)
- Academic Tutors
- Work Live Tutors
- Educational Designers

Development View Points
- Formal Paradigms and Features
- Culture and Competences
- Technology and Infrastructure

Abstract

Problem
(Describe the problem in details.)

Analysis
(Explain why this is a problem, and why a solution is needed.)

Known Solutions
(Describe 'good practice' solution(s) to the problem. It (they) can be based on existing practice, or drawn from theory.)

Research Questions
(Describe research questions that are still to be solved and ideas about possible research settings and methods.)

Context
(Describe the type of context the solution is applicable to.)

Conditions
(Describe critical success indicators/factors that influence use/implementation of the solution (e.g. required roles, type of resources), resources needed to solve the problem.)

Discussion/Consequences
(Discussion about the solution described in this Pedagogical Pattern)

References
(Pattern related references.)

Related Patterns
(Related Pedagogical Patterns)

Author(s)
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Date(s)
Date(s) of completion of the pattern:
Date of review of the pattern:

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