



IN ED 395 INTERNSHIP SEMINAR EDUCATION
IES Abroad Barcelona

DESCRIPTION:

This course provides an introduction to the cultural context of the internship placement, focusing on the examination of cultural issues in educational environments. Through writing and discussion, students will explore cross-cultural competencies essential for effective communication, teamwork, and conflict mediation in schools. The course prepares students for culturally appropriate professional development, including résumé writing and interviewing skills, enabling students to better process what they experience at the internship host organizations.

CREDITS: 3 credits

CONTACT HOURS: 25 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

The seminar provides a robust learning environment with active discussion of readings and integration of internship experiences. The seminar meets for 25 contact hours. Depending on the needs of the host company and the requirements of the program, Part-Time internship students will spend 100-170 clock hours at the internship placement site, while Full-Time students will spend 330 clock hours at the internship placement site.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation - 10%
- Weekly internship journal -10%
- Teachers' log -10%
- Group presentation - 10%
- Internship supervisor evaluation -40%
- Final Analytical Paper - 20%

Class participation

Students will be expected to come to class prepared, and to participate actively in class.

Weekly internship journal

Weekly Journal entries track your learning and development at the placement. Entries should include work activities, critical incidents that gave you insight into the work environment, observations of how leadership is exercised, and reading responses. Each journal entry should be 2-3 paragraphs/200 words.

Teachers' log



Students will create a teacher's log to reflect on their teaching assistant experience in a different cultural context. The Log entries should include seminar objectives, reflections on readings, a lesson plan, class observation notes, and a final self-assessment about the seminar. The Education Seminar will consider student participation and class preparation.

Group presentation

Students will prepare their presentation based on their observation of a specific topic related to education and their internship workplace.

Internship supervisor evaluation

Students' workplace supervisors will evaluate several aspects, such as attendance, punctuality, interest, and efficiency of the student.

Final Analytical Paper

It will be divided into two parts (10% each) and will be an opportunity for the students to evaluate their overall internship experience as well as their personal and professional development over the course of the semester. This is also an opportunity to reflect upon the ways in which their own values, experiences, interests, beliefs, and cultural preferences have influenced their learning experience while living and working abroad. The paper should include a description of their observations, differences noted between their home and host educational cultures that may have played a role in work situations and how they think their global competence has been strengthened by what they have learned from their experiences.

First part -The first part of the final paper (10%) consists of a description, analysis and commentary of the student's internship. In effect it is a 1000-1500 "snapshot" of the internship (font size should be 12pt Times New Roman, double spaced). It must include, at least, one citation in the "sector" section below. The paper should respond to the following items:

- a) Description of the school.
- b) Description of the educational system. Research and compare it in both countries, Spain and the USA.
- c) Description of your job position e.g., knowledge, competences and abilities needed. Cultural differences in time management, organization structure, hierarchy, decision making, communication styles, among others.
- d) Description of your main tasks, duties and responsibilities.

Second Part - The second part of the final paper (10%) will be a 1000–1500 words report outlining your experience at the internship, with a focus on culture and career. It must include the following items:

- e) How would you describe the experience of working in a team with people from different cultures?
- f) What have you learned from this internship?
- g) How will this internship enrich your resume? How will you apply it to your professional career?
- h) Recommendations to improve the internship and yourself.
- i) Conclusions.

LEARNING OUTCOMES:

By the end of this course and the internship placement, students will be able to:

- Identify, describe, and criticize different methodological approaches and methods in teaching languages
- Create and critique a lesson plan for a language class
- Describe and contrast the Spanish, Catalan, and U.S. educational systems
- Describe and analyze cultural differences in the workplace based on critical incidents.
- Demonstrate ability to analyze personal professional strengths and weaknesses.
- Demonstrate knowledge and skills required to work on cross-cultural teams.
- Synthesize the experiences of the internship placement in a revised résumé.



ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. There will be no penalty for the first unjustified absence in the Internship Seminar. A second unjustified absence will result in three percentage points being deducted from the final grade. A third unjustified absence will result in a maximum grade of C for the course. A fourth unjustified absence will result in a grade of F. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

Attendance at the internship placement, at the times agreed with the placement supervisor, is mandatory. Any unavoidable absences, due to documented medical or family situations, must be communicated immediately to both the placement supervisor and to the Internship Department. Any hours missed must be made up during the semester, in agreement with the placement supervisor.

CONTENT:

On-line Sessions:

Session 01 – Intro to Course Content & Placement Process

(30 min) Introduction to the course content and requirements; introduction to the internship placement steps and requirements. Skype conversation with the Internship Coordinator.

Session 02 – Editing and Customizing your Résumé and Cover Letters

(1.5 hours) Students will customize their documents for the specific internship placements they are applying to. The Internship Coordinator will provide templates and resources to complete this session.

On-site Sessions:

Session	Content	Required Readings
Session 1	Introduction to the course. Goals and Expectations. Introduction to the Local Environment.	- Ministerio de Industria, Comercio y Turismo. Gobierno de España. (n.d.). https://www.investinspain.org/en/why-spain/economy - Barcelona datastore (n.d.). Ajuntament de Barcelona. https://portaldades.ajuntament.barcelona.cat/en
Session 2	History, Politics, and Economy of the Host City Centers will add readings on current local cultural, political, social, work-place issues appropriate for the local environment	- Barcelona Activa (n.d.). Ajuntament de Barcelona. https://www.barcelonactiva.cat/es/inicio - The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels. https://www.thenewbarcelonapost.com/en/barcelona-the-city-of-entrepreneurial-marvels/ - Historia de Cataluña en 10 minutos. (English version). https://www.youtube.com/watch?v=v5IDYDPg2IA
Session 3	Cultural Assessment Toolkit Learn how to identify cultural features without falling into the trap of stereotyping. Understand the impact of stereotypes and cultural differences on judgment and decision-making.	Mendez, D. (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44.

Session 4	The Spanish and Catalan Educational systems	Barcelona City Council. (2024). Choosing a school in Barcelona. https://www.barcelona.cat/internationalwelcome/sites/default/files/choosing-school-web.pdf
Session 5	A practical introduction to Education and language skills	- OnTESOL (n.d.). An Introduction to the Communicative Approach. https://ontesol.com/communicative-approach/ - Allison Academy (n.d). Foreign language teaching methods to help children speak fluently. Allison Academy. https://www.allisonacademy.com/parents/parenting/foreign-language-teaching-methods/ - Ruiz, H. (2023). Learning to Learn by Knowing Your Brain: A Guide for Students. John Catt - Ruiz, H. (2024). How Do We Learn?: A Scientific Approach to Learning and Teaching. Sybex Inc., U.S.
Session 6	Stereotypes and Cultural Intelligence (Internship reflection + group project) Discuss the observations you have made at your internship workplace using the Cultural Assessment Toolkit as a framework. What have you learned from observation, conversation, written materials and/or meetings? What are your own preferences and what challenges do you face in this new environment? What strategies are you using to achieve your goals?	- Early, P.C., & Mosakowski, E. (2004). Cultural intelligence. <i>Harvard Business Review</i>, 82(10), 139-146. https://hbr.org/2004/10/cultural-intelligence. Accessed: 11 November 2016. - Wojcieszak, M. (2014). Aversive Racism in Spain: Testing and extending the theory. <i>International Journal of Public Opinion Research</i>, 27(1), pp. 22-45. - Dack, H., Ann, C. (2015). Inviting all students to learn. <i>Educational leadership: journal of the Department of Supervision and Curriculum Development</i>, N.E.A 72(6):10-15. https://eric.ed.gov/?id=EJ1062897
Session 7	Design and lesson planning	- Bertrand, J. (n.d.). Lesson Plan. British Council. https://www.teachingenglish.org.uk/article/lesson-plans - de León, C. (2021). How to Make a Lesson Plan. Wikihow. https://www.wikihow.com/Make-a-Lesson-Plan
Session 8	Grading, Feedback and Assessment	- Berger, R (n.d.). The story of Austin's butterfly. https://www.youtube.com/watch?v=hqh1MRWZjms - Ruiz, H. (2023). Learning to Learn by Knowing Your Brain: A Guide for Students. John Catt - Ruiz, H. (2024). How Do We Learn?: A Scientific Approach to Learning and Teaching. Sybex Inc., U.S. - Stommel, Jesse. "Ungrading: An Introduction." Accessed March 31, 2023. https://www.jessestommel.com/ungrading-an-introduction/ - Bafile, C. (2004). "Let it slip!" – Daily exit slips help teachers know what students really learned.

		http://www.educationworld.com/a_curr/profdev/profdev091.shtml
Session 9	International Careers & Local Job Opportunities (Guest speakers) Learn about opportunities to internationalize your career, including resources available to job seekers in the local environment.	• Guest Speaker
Session 10	Education and critical thinking How to educate the citizens of the future	• Potowski, K. Henshaw, F.(2024). <i>Honing Our Craft. : World Language Teaching Today</i>. Klett. • Carrillo, N., Montt. Al. (2022). <i>Fake Over</i>. Flamboyant
Session 11	Incorporate Your Internship into Your Career Search (CV). Articulating your internship Experience in an interview	• IES Abroad (n.d.). How to Put Study Abroad on a Résumé, Cover Letter & LinkedIn. Available https://www.iesabroad.org/alumni/market-study-abroad-toolkit/resume-cover-letter-linkedin • Gardner, P., Gross, L., & Stieglitz, I. (2008). Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies. Volume 1, Issue 1. CERI Research Brief 1-2008. Collegiate Employment Research Institute (NJ1). • Carpenter, S. D., Kaufman, H., & Torp, M. (2019). Engaged Global Citizenship. Integrating Worlds: How Off-Campus Study Can Transform Undergraduate Education (1st edition, pp. 97-99, pp.105-107). Stylus Publishing. • IES Abroad (n.d.) How to Talk About Study Abroad in an Interview. https://www.iesabroad.org/alumni/market-study-abroad-toolkit/study-abroad-interview • IES Abroad (n.d.). How to Market Your Study Abroad Experience Toolkit. https://www.iesabroad.org/alumni/market-study-abroad-toolkit
Session 12	Lessons Learned: Group Presentations	Student Final Presentation
	Final Paper Due	

REQUIRED READINGS:

- Adam, H., Obodaru, O., Lu, J.G., Maddux, W., & Galinsky, A. (2018). How Living Abroad Helps You Develop a Clearer Sense of Self. *Harvard Business Review*.
- Allison Academy (n.d). Foreign language teaching methods to help children speak fluently. Allison Academy. <https://www.allisonacademy.com/parents/parenting/foreign-language-teaching-methods/>
- Barcelona City Council. (2024). Choosing a school in Barcelona. <https://www.barcelona.cat/internationalwelcome/sites/default/files/choosing-school-web.pdf>
- Berger, R (n.d.). The story of Austin's butterfly. <https://www.youtube.com/watch?v=hqh1MRWZjms>

- Bafile, C. (2004). "Let it slip!" – Daily exit slips help teachers know what students really learned. http://www.educationworld.com/a_curr/profdev/profdev091.shtml
- Bertrand, J. (n.d.). Lesson Plan. British Council. <https://www.teachingenglish.org.uk/article/lesson-plans>
- Carpenter, S. D., Kaufman, H., & Torp, M. (2019). Engaged Global Citizenship. *Integrating Worlds: How Off-Campus Study Can Transform Undergraduate Education* (1st edition, pp. 97-99, pp.105-107). Stylus Publishing.
- de Janasz, S. C., & Forret, M. L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education*, 32, 629–650. doi:10.1177/1052562907307637
- Dack, H., Ann, C. (2015). Inviting all students to learn. *Educational leadership: journal of the Department of Supervision and Curriculum Development*, N.E.A 72(6):10-15. <https://eric.ed.gov/?id=EJ1062897>
- de León, C. (2021). How to Make a Lesson Plan. Wikihow. <https://www.wikihow.com/Make-a-Lesson-Plan>
- Early, P.C., & Mosakowski, E. (2004). Cultural intelligence. *Harvard Business Review*, 82(10), 139-146. <https://hbr.org/2004/10/cultural-intelligence>. Accessed: 11 November 2016.
- García Cabeza, M. (2019). Barcelona. En Orum, A. M., Wiley Blackwell Encyclopedia of Urban and Regional Studies, (pp. 93-98). John Wiley & Sons.
- Gardner, P., Gross, L., & Stieglitz, I. (2008). Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies. Volume 1, Issue 1. CERI Research Brief 1-2008. *Collegiate Employment Research Institute (NJ1)*.
- IES Abroad (n.d.). How to Market Your Study Abroad Experience Toolkit. <https://www.iesabroad.org/alumni/market-study-abroad-toolkit>
- IES Abroad (n.d.). How to Put Study Abroad on a Résumé, Cover Letter & LinkedIn. <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/resume-cover-letter-linkedin>
- IES Abroad (n.d.) How to Talk About Study Abroad in an Interview. <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/study-abroad-interview>
- IES Abroad (n.d.) How to Network After Study Abroad. <https://www.iesabroad.org/alumni/market-study-abroad-toolkit/how-to-network>
- Kendrick, D.T. (2012). Culture shock: Spain vs. the US. *Psychology Today*. <https://www.psychologytoday.com/us/blog/sex-murder-and-the-meaning-life/201210/culture-shock-spain-versus-america>
- Marconi, V. (2015). Catalan society less discriminatory than most, say Muslim residents. *Catalan News Agency*. <https://www.catalannews.com/society-science/item/catalan-society-less-discriminatory-than-most-say-muslim-residents>
- Mendez, D. (2013). Cultural Analysis Toolkit: Navigating International Business Culture, The University of Texas at Austin CIBER: 3-44.
- Mix, D.E. (2018). *Spain and its Relations with the United States: In Brief*. Congressional Research Service.
- Muro, D. (2018). The Stillbirth of the Catalan Republic. *Current History*, 117(797), pp. 83-88).
- Nugent, C. (2021). Can Barcelona Fix Its Love-Hate Relationship with Tourists After the Pandemic? *Time Magazine*
- OnTESOL (n.d.). An Introduction to the Communicative Approach. <https://ontesol.com/communicative-approach/>
- Potowski, K. Henshaw, F.(2024). *Honing Our Craft. : World Language Teaching Today*. Klett.
- Ruiz, H. (2023). Learning to Learn by Knowing Your Brain: A Guide for Students. John Catt
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- The New Barcelona Post (2017). Barcelona: The City of Entrepreneurial Marvels. <https://www.thenewbarcelonapost.com/en/barcelona-the-city-of-entrepreneurial-marvels/>
- Wojcieszak, M. (2014). Aversive Racism in Spain: Testing and extending the theory. *International Journal of Public Opinion Research*, 27(1), pp. 22-45.