

## Virtual Internship & Seminar

ITRN 3000 (4 credits)

### Chile: Virtual Internship in Education and Social Change Organizations

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.*

#### Description

This virtual internship and seminar is a twelve-week distance learning course comprised of 180 hours. Students intern with a local community organization, a school, a university, a research organization, a business, a government agency, or an international NGO. Students will be expected to devote approximately 15 hours a week to both on synchronous and asynchronous course activities. Synchronous activities may include orientation sessions, seminar country and theme specific lectures, initial meetings with your internship advisor, group reflection sessions, and project presentations. Frequency, duration, and scheduling of synchronous activities will be determined the first week of the course in conversation with participants to find mutually convenient times. In the event that a student cannot attend a live session, every effort will be made to provide a recording, transcript, or summary for off-line viewing. Asynchronous activities may include seat time at your internship, break-out groups, check-ins with your academic director, internship coordinator and your internship mentor, writing progress reports, discussion boards, completing assignments and a final paper, and using audio or video to record reflections on the internship experience. Students are required to demonstrate a strong online presence by participating in group discussions, answering questions, and interacting with course participants and staff.

The aim of an internship is to enable students to gain valuable experience and enhance their skills in a career field/professional environment related to education and/or social change. SIT will facilitate an internship placement for students. The organization and the student's internship activities, including the Internship Learning Agreement, must be approved by SIT's academic director. SIT will maintain oversight of internship placements in line with SIT academic policies and student health and security guidelines. Ultimately, each student takes responsibility for being proactive in engaging with internship colleagues and the internship supervisor to achieve internship objectives.

Students will be informed of the types of internships available and the placement process early in the program. An interview may be required before an internship placement is finalized. Internship placements may include internships with an organization working in sectors such as

education, human rights, collective and historic memory, gender and LGBTIQ+, migration, original towns, social movements, communities, popular education, intercultural bilingual education, decolonization and decoloniality, public health, environmental and nature topics and/or another field related to your interests and career goals.

Each student will be required to submit a final paper in which they process their learning experience on the internship and link those reflections to core program themes. Approved in advance by the academic director, the internship supervisor, the internship paper may involve interviews and other data collection methods relevant to achieving internship learning goals. Students will also do a final presentation to demonstrate how the internship experience enhanced their understanding of the SIT program theme and its Critical Global Issue focus. Rubrics for the paper and presentation will be shared with students before the internship begins.

### **Learning Outcomes**

The Internship & Seminar comprises 180 hours for four academic credits. Upon completion of this course, students will be able to:

- Demonstrate awareness of the ethics involved in doing an internship in the context of Chile;
- Describe, analyze, and synthesize their learning experience in the internship in the form of an internship paper;
- Articulate new learning from the internship experience in the form of an oral presentation;
- Show understanding of elements of educational and social change issues related with neoliberalism, privatization, the State's role, welfare-state, social justice, inequality, inequity, laws, public policies, demands, experiences and initiatives towards social change from communities, and Chile's diverse cultural identities as related to their internship.
- Assess the challenges of education and social change and community concerns in the context of Chile;
- Gain meaningful and practical experience in their chosen field.

### **Prerequisites**

Two semesters of college-level Spanish

### **Language of Instruction**

This course is taught in Spanish and students will be exposed to vocabulary related to course content as well as the nuances of education and social change through expert lectures and their internship experience.

### **Instructional Methods**

SIT's teaching and learning philosophy is grounded in the experiential learning theory developed by Kolb (1984; 2015) and informed by various scholars, such as Dewey, Piaget, Lewin, among others. Experiential learning theory recognizes that learning is an active process that is not confined to the formal curriculum; "knowledge is created through the transformation of

experience” (Kolb, 2015, p. 49). Learning involves both content and process. Learning is holistic and happens through various life experiences upon which students draw to generate new ways of knowing and being. Learning involves a community and is a lifelong endeavor. Learning is transformational. The suggested four step-cycle of a *concrete experience, reflective observation, abstract conceptualization, and active experimentation* embedded in the experiential learning model is not linear and might not always happen in that specific order, as any learning is highly context dependent. These stages of taking part in a shared experience; reflecting on that experience by describing and interpreting it; challenging their own assumptions and beliefs to generate new knowledge; and ultimately applying new knowledge, awareness, skills, and attitudes in a variety of situations and contexts are important for students to engage in to become empowered lifelong learners.

### **Required Texts**

- Abufom, P. (2019) “It’s Not About 30 Pesos, It’s About 30 Years”. Consulted on July, 2020 and recovered from:  
<https://www.jacobinmag.com/2019/10/chile-protests-pinera-repression>
- Baradit, J., (2019). “Rebellion”. The book analyzes the October 2019 social movement about the biggest revolt in the history of Chile. Isbn 9789562625937 Isbn13 978956262593
- Bellei, C., (2015). “Evolución de las políticas educacionales en Chile”. En El gran experimento. Mercado y privatización de la educación chilena. Santiago: LOM.
- Cayuqueo, P., Loncon, E. y Jaimovich, D. (2019). Autonomía Mapuche. Mapuche Self Determination. (Video 91 minutes) Chilean Economic Culture Fund. Consulted on July, 2020 Recovered from: <https://www.youtube.com/watch?v=KRtPK7Uaw-w>
- Donoso, S. y Von Bulow, M., (2018). “Social Movements in Chile: organization, trajectories, and political” Palgrave Macmillan. United States.
- Montero, V., (2013). “By Reason or by Force: The Chilean Neoliberal Model and its Implications for Education and Culture.” Doormats no. 3· Errant Bodies Isbn13 N° 9780988937505.
- Rebolledo, J., Tótoro, D., and Echeverría, L., (2019). “Hasta que valga la pena vivir”. Ceibo Ediciones ISBN13 9789563591453
- Rojas, M. T., (2019) “The Inclusion of LGBTQI Students in Chilean Schools: Between Invisibility and Social Recognition”. Pensamiento Educativo\_Revista de Investigación Educativa Latinoamericana, 56(1), 1-14.
- Salazar, G., (2020). “El plebiscito de Chile.” Entrevista a Gabriel Salazar, escritor y premio nacional de historia quien analiza el momento actual con relación al cambio de constitución en Chile. La imposición de la clase política sobre la demanda del poder Constituyente del pueblo expresada el 18 de octubre para terminar con la constitución del dictador Pinochet. Recuperado de:  
<https://www.facebook.com/617794705076011/videos/599553187522699>

### **Assignments and Evaluation**

At the end of the internship period, students are expected to present their work to the group. Assessment of both written work and the oral presentation is based on quality, academic scholarship, and adherence to the highest ethical standards.

### **Assignment Descriptions and Grading Criteria**

1) Participation in Synchronous and Asynchronous Activities (10%)

Students are expected to engage with the synchronous and asynchronous activities through participation in discussions, posting on the course discussion forum, and responding to any prompts assigned by the internship instructor. Engagement is key to personal, academic, and professional development during the internship.

2) (2) Progress Reports (10%)

The progress report should document the student's progress toward achieving their learning objectives during the internship. Students also document the challenges they face and how they try to deal with those challenges. Students submit two progress reports in the course of their internship experience, each worth 5%.

3) Internship Performance (35%)

This evaluation by the Academic Director and the internship supervisor assesses the student's internship experience, overall professional achievements, and self-growth.

4) Oral Presentation (10%)

In the presentation, you should provide a succinct and clear description of the internship experience, a brief history of the organization where you interned, the activities undertaken, and key insights gained that are related to the core program themes. You should demonstrate effective management of the discussion with the audience and attend to the aesthetic elements of the delivery.

5) Final Paper (35%)

Students are expected to submit a 15-20 page final paper at the end of their internship experience. The final paper should include a title, list of acknowledgments, and an abstract. The paper should also have an introduction which describes the work and history of the organization and incorporates several references, detailed description of the activities accomplished, and strong and innovative aspects of the organization. The final paper must include thoughtfully articulated analytical writing that addresses positionality and ethics and connects learning at the internship to the broader themes of the semester program and/or the investigation of one or more specific questions. The paper should be well written, well organized, and aesthetically pleasing. A summary of the final paper assessment rubric will be shared with students in advance. (Example at the end of syllabus.)

Assessment of the Internship

Participation in Synchronous and Asynchronous Activities	10%
Progress Report	5%
Progress Report	5%
Internship Performance	35%
Oral Presentation	10%
Final Paper	35%

Attendance and Participation

Criteria for evaluation of student performance include participation in synchronous and asynchronous activities. Unjustified absences impact academic performance, may impact grades, and could result in dismissal from the program.

### Late Assignments

The curriculum is designed to build on itself and progress to the culmination (internship). It is critical that students complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program. Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

### Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64%	F

### **Program Expectations**

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available to despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.

- **Course Communication:** Course documents and assignments will be posted on the learning management system, Canvas. Although the course calendar provides a broad overview and the general sequence of work and assignments for the course, what we accomplish in class will vary, and revisions to the calendar will be posted at the course site. You will need to check the course site regularly. You are responsible for letting me know about any network-related problems that prevent you from accessing or submitting assignments.
- **Content Considerations:** Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our virtual classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, the AD will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with the AD and/or seek help from counseling services.
- **Virtual classroom recording policy:** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.
- **Report to work prepared and appropriately dressed for your virtual internship.** Respect organization rules.
- **Follow proper guidelines for courteous communication in an online environment.**

### **SIT Policies and Resources**

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.

### **Course Schedule**

#### **Module I: Critical Global Issue in the Chilean Context**

In this module students discuss educational and social change neoliberal model issues related with educational and social inequality and inequity. Students will also be introduced to gender, LGTBQ+, intercultural bilingual education, human rights, popular education, social movements, decolonization and decoloniality topics. The students will reflect about the nontraditional education alternatives and social change elements towards the welfare of the communities. The

students will be involved in different aspects related to schools, social organizations, communities and institutions that are working towards educational and social changes.

*Required readings and videos:*

Cayul, P., Corvalán, A., Jaimovich, D., Pazzona, M., (2019). “The case of Chile’s Mapuche shows how micro-level data can detect shifts in the nature of self-determination conflicts.” Estimated reading time: 10 minutes. Consulted on July, 2020 and recovered from;

<https://blogs.lse.ac.uk/latamcaribbean/2019/05/09/the-case-of-chiles-mapuche-shows-how-micro-level-data-can-detect-shifts-in-the-nature-of-self-determination-conflicts/>

Lavanchy, J., (2008). “The revolution of the penguins”. Documentary on the movement of high school students in 2006 which oppose to the educational model of the dictatorship of Augusto Pinochet. This documentary is named of this way in reference of the uniform that the secondary students in Chile. Consulted on July, 2020 and recovered from;

[https://www.youtube.com/watch?v=BRRMrZyQYxU&ab\\_channel=TomSotoV-Videoteca](https://www.youtube.com/watch?v=BRRMrZyQYxU&ab_channel=TomSotoV-Videoteca)

Prensa OPAL, (2020) Documental Estallido Social en Chile. Es una recopilación de imágenes de la represión policial, imágenes de la resistencia de los jóvenes de la primera línea de combate y testimonios de los participantes de la revuelta. Video 144 minutos Consulted on July, 2020 and recovered from;

<https://www.facebook.com/Talcaenlacalle/videos/198976708217784>

The film: From the lesson classroom to the class struggles. (De la sala de clases a la lucha de clases) This movie shows the students mobilizations of 2011 in Chile. This year begins an unusual offensive in all of Chile, more than 90% of the Public Educational Establishments and a large part of the private ones, schools are taken, and they march for each city of the country. This record accounts for a part of that great Movement. Consulted on July, 2020 and recovered from;

<https://www.youtube.com/watch?v=6NvWqeRitK0>

Kowalczyk, A., (2019). “Neoliberalism Created the Crisis in Chile.” Consulted on July, 2020 and recovered from; <https://www.jacobinmag.com/2019/11/neoliberalism-chile-uprising-austerity-protests-pinera> Decades of free market fundamentalism are the root cause of the ongoing crisis in Chile. Addressing the staggering levels of inequality will require a break with neoliberal dogma — an inconceivable move for the country’s billionaire president.

## **Module II: Making the Most of Your Internship**

This module occurs prior to the start of the internship and will prepare students for the demands and expectations of an internship, strategies for success, and academic requirements.

### Session 1: Setting the Stage

This session reviews objectives for the internship. Students meet with the academic director following confirmation of their internship placement and discuss expectations, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

### Session 2: Positionality and Internship Ethics/Awareness

1. What do you bring to your role as intern that may influence how you perceive and engage in the internship experience?
  - a. Stereotypes and preconceptions about interning in Chile
  - b. What are your motivations? How do you imagine your role?
2. Introduction to Work Culture in Chile
3. Introduction to Internship – visit and develop understanding of context and position in field/country
4. Ethics in Internships: This is an opportunity to discuss and reflect on the ethics of engaging in internships in an international context in general and in Chile in particular.

### Session 3: The Internship Learning Agreement

Central to a successful internship experience is development of the Internship Learning Agreement. The academic director will work with students individually and as a group to review the purpose of the Internship Learning Agreement. The academic director will discuss student strategies for collaborating with the internship supervisor to design the contents of the Internship Learning Agreement in adherence to internship learning objectives and in collaboration with the internship supervisor at the host organization. The Agreement also helps to ensure a clear understanding of the objectives of the internship among the student, academic director, and internship supervisor.

Once internship placements are confirmed, the students, together with the academic director will review objectives for the internship and discuss expectations, learning agreements, timeframes and other logistics, structural components of the final internship paper, content, layout, and general guidelines.

#### *Required Readings:*

*Articles specific to the issues addressed by the internship will be assigned once internship placement is determined.*

#### *Recommended Readings:*

Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole (chapters 1-4).

### **Module III: The Internship Experience: Review and Reflection**

This module occurs after students have begun their internship. Critical, guided reflection will play a key role in student development and learning during the internship. Students will keep an internship journal in which they respond to the questions/issues listed below. Journaling should be done daily, keeping in mind the learning objectives. Students will submit two progress reports on their successes and limitations toward achieving learning objectives. Students will also meet with their instructor and other internship students for reflection and discussion during the internship.

**Internship observations:** *How is the professional environment different from what you are used to? What are you learning about working collaboratively in this environment? How do you find yourself reacting to and adjusting to workplace practices that are different*

*from what you are accustomed to? How does it feel to be a intern in this environment? Why?*

**Theory and Practice: Digging Deeper:** *How does the work of your internship site connect to important program themes? How has the experience at your internship challenged or affirmed the arguments in a reading or lecture from this semester?*

**Skills and Experience:** *What insights to this field have you gained through your internship? What skills are most valuable for this internship site and what opportunities have you had to improve your skills in this area? What has challenged you and how are you handling those challenges? How do you see this experience preparing you for future opportunities?*

**Learning Goals:** *How much progress have you made toward your learning goals? What experiences or activities have contributed to your ability to meet them? Are you learning something important you didn't anticipate and would like to add to your Learning Goals at this time?*

**Required Readings:**

Articles specific to the issues addressed by the internship will be assigned once internship placement is determined.

Méndez, E. (2011). De la Importancia de las prácticas en la formación inicial docente: Una aproximación desde la experiencia. Retrieved from: <http://www.revistadocencia.cl/pdf/20110808235658.pdf>

**Recommended Readings:**

Sweitzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole (select chapters).

**Module IV: Processing and Maximizing the Internship Experience**

The final module occurs toward the end or after the internship and focuses on ways of processing and articulating the internship as well as equipping students with practical tips and strategies for making the most of the experience personally, academically, and professionally. Students will reflect on the internship experience and process the learning that occurred in a safe and supportive context. The internship may have been a different experience than expected, may challenge the student's expectations of interning in a new environment, and may change the student's perspective of life projects or professional goals. The module discusses ways of acknowledging both the successes and failures of the internship, with an emphasis personal reflection, and setting realistic goals for the future.

Additional seminar content will include:

1. Processing the conclusion of the internship experience
2. Closure with colleagues and supervisors
3. Articulating the experience through an oral presentation

4. Next Steps: How to include your internship on your résumé, how to frame the internship in a cover letter, and other ways to build on this experience.

*Required Readings:*

Switzer, F. and King, M. (2013). *The Successful Internship: Personal, Professional and Civic Development in Experiential Learning (4<sup>th</sup> Edition)*. Belmont, CA: Brooks/Cole (chapters 12-14).

<b>RUBRIC: Internship Paper</b>	
<b>Category</b>	<b>Possible Considerations</b>
<b>Title / Acknowledgements / Abstract/Technical Aspects</b>	<ul style="list-style-type: none"> <li>-The title is succinct and captures the essence of the internship experience</li> <li>-The acknowledgements are complete and professionally written</li> <li>-The abstract clearly summarizes the internship experience and learning outcomes</li> <li>-Table of contents, In-text citations, and reference list or bibliography are done correctly and completely</li> <li>-There are no mistakes in writing &amp; grammar, spelling &amp; punctuation</li> <li>-The paper is clean, legible, well-formatted, professional in appearance, and aesthetically pleasing</li> </ul>
<b>Contextualization and Organizational Profile</b>	<ul style="list-style-type: none"> <li>-Important themes and background information are provided so reader understands the field in which the internship organization operates</li> <li>-The history and work of the internship organization, how its work relates to the program theme, and how it fits into the context of other similar organizations are all accurately described</li> <li>-The organizational structure, including division of responsibilities and the goals, objectives and activities of the organization are well elaborated</li> <li>-Care is taken not to harm by criticism, nor evaluate</li> <li>-The community served by the organization is described in sufficient detail</li> </ul>
<b>Internship Focus/Objectives/Justification</b>	<ul style="list-style-type: none"> <li>-The paper specifies the focus area of the internship within the organization's broader work</li> <li>-The objectives of the internship are clearly presented and appropriate; how the objectives relate to the program theme and/or Critical Global Issue are clearly described.</li> <li>-The student's internship tasks/duties at the organization are presented and justified.</li> </ul>
<b>Information Acquisition</b>	<ul style="list-style-type: none"> <li>-How information was gathered in order to compose the final internship paper is explained in a clear and accurate manner and supporting materials are included in appendices (if applicable)</li> <li>-A clear and complete description of the work undertaken is given, including dates and hours worked (put in an addendum).</li> </ul>
<b>Positionality and Ethics</b>	<ul style="list-style-type: none"> <li>- The paper acknowledges the intern's views, values, beliefs and other aspects of their personal background that influence their worldview.</li> <li>- The paper demonstrates ongoing self-reflection throughout the internship experience in relation to their positionality.</li> <li>-Human Subjects policies and ethical guidelines are adhered to and thoroughly discussed</li> <li>-Appropriate consideration is given to informed consent, anonymity, and confidentiality of participants, in keeping with human subjects protocols and the approved internship learning agreement</li> <li>-The internship strengthens relationships and contributes to mutual trust between the author, the organization and its clientele in ways that are respectful, culturally appropriate, and collaborative</li> <li>-The internship project is responsive to host organization and/or host community needs, as applicable</li> </ul>

<p><b>Critical Reflection on Internship Experience</b></p>	<ul style="list-style-type: none"> <li>-The description of tasks and responsibilities is clear.</li> <li>-The paper examines the extent to which objectives were achieved, how objectives changed or evolved over the course of the internship experience.</li> <li>-Key professional lessons learned through the internship experience are described with specific examples</li> <li>-A personal evaluation of performance in the internship is included with suggestions of how it could have been improved.</li> <li>-Ways in which student identity may have shaped their insights of the internship experience are described</li> </ul>
<p><b>Analysis of Critical Issues/Themes</b></p>	<ul style="list-style-type: none"> <li>-The manner in which the organization and its work are linked to the core themes of the program is described.</li> <li>-Analysis is given by comparing and contrasting the theory of the work/field studied throughout the semester with the practice of the work at the specific internship site.</li> <li>-Clear articulation of how the intern's knowledge and understanding of the core themes of the program were enhanced through the internship experience.</li> </ul>
<p><b>Conclusions &amp; Recommendations for Future Interns</b></p>	<ul style="list-style-type: none"> <li>-The main insights and lessons learned through the internship experience are detailed</li> <li>-Recommendations of opportunities or projects for future interns are described.</li> </ul>