

INTERNSHIP DESIGN FORM – EMPLOYERS – SUMMER TERM

Internship - B.A. - Education in Global Contexts, McGill University

Includes the B.A.(Education) Learning Competencies, a Glossary and Important Documents

Organization:

Site Co-Supervisor

(name/email/phone): _____

Internships Administrator:

_____ Anurag Dhir –
internships.edgc@mcgil.ca
and
anurag.dhir@mcgill.ca

Site Co-Supervisor

(if applicable): _____

1. Project summary:

Internship Role/Project(s) description	Project tasks for students	Project outputs <i>(What will be produced for organization?)</i>

2. Project rationale:

What are the organizational, community and/or educational needs this/these project(s) addresses?

3. Project logistics:

Start date:		End date:		Rate of pay if applicable															
Hours per week		Days of week requested																	
Proposed schedule	<table border="1"> <tr> <td>Mon</td> <td>Tues</td> <td>Wed</td> <td>Thur</td> <td>Fri</td> <td>Sat</td> <td>Sun</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>					Mon	Tues	Wed	Thur	Fri	Sat	Sun							
	Mon	Tues	Wed	Thur	Fri	Sat	Sun												
Work location: <small>Remote/Hybrid?</small>		Language(s) requested																	
Closest metro/bus		Police check required?																	
Additional info? Questions?																			
Accessibility requests/limitations:																			

4. Student Supervision

Will there be regular check-ins between you and the student? When will they happen and with what frequency (weekly, bi-weekly, etc)? If no periodic check-ins are possible, then what plans will be made to ensure Internship goals are being met?:

We recommend scheduling weekly check-in meetings with the intern

5. Project outcomes

What would a successful internship experience look like for your organization? For the student?

6. Long-term activities?

What are the long-term goals of this project? Possible future internships and collaborations?

7. Student selection criteria and process

Application period? Try to provide a 2-3-week window. Who is involved in selection process? Do you require a CV/cover letter/phone or in-person interview with Site Supervisor? Does employer provide a contract or is the [McGill Internship Agreement & Learning Plan](#) a valid enough agreement?

8. Training/Onboarding and Reflection

Events to plan	Dates	Facilitator(s)?	Learning objectives
Pre-placement orientation		ISA	-Logistics, expectations, context -Intern Positionality
Community site orientation		Site Supervisor	Mission, goals, structure, projects, space, community needs and context
Mid-term reflection		ISA	
Post-project reflection		ISA	

9. Key Dates

Item	When?	Responsible	Comments/Questions
Internship Info Session for students	October 17	Internships Admin (IA)	-IA will present internship program and available community placements
Students apply for internships	October - March	Students	
Internship Agreement and Learning Plan signed by student, employer and McGill	At least 2 weeks before start date	Student	-Student will be responsible to negotiate any terms with Supervisor and to obtaining signatures
Site Supervisor fills out <i>Employer Evaluation Form</i>	Submit by last day of Internship	Site Supervisor	Evaluation Form is compulsory for student evaluation of internship course (EDGC 398)

LEARNING OBJECTIVES AND COMPETENCIES FOR

B.A. (EDUCATION); MAJOR IN EDUCATION IN GLOBAL CONTEXTS

Aims and Goals

The McGill University Faculty of Education's B.A. (Education); Major in Education in Global Contexts program prepares knowledgeable, innovative, critical, creative, and ethical change makers who can work within a broad range of communities, institutions, and non-formal educational contexts locally, nationally, and/or internationally. Its students can continue their learning through evolving contexts in the present and the unknowable future. Students will acquire multifaceted knowledge of foundations of learning (including psychology, sociology,

philosophy, history), as well as interdisciplinary knowledge and experience in a range of contemporary theoretical and practical approaches and models of learning, design, and leadership. A key goal is to ensure students leave the program prepared to make positive, sustainable, justice-oriented change in their chosen communities.

Learning Competencies

The following learning competencies are essential skills, knowledge, and behavioural areas designed to connect students' coursework, internship, co-curricular activities, and other forms of learning. By focusing on these competencies, students will align their education with their long-term goals for and success in today's global educational contexts. As students navigate through their university experience, they are encouraged to use these competencies for self-assessment; goal setting; and collaborating with instructors, staff and advisors (e.g., academic and career), internship site supervisors, and any other support figures and mentors.

Area 1: Insights, Ideas, and Perspectives

1. Research for Social and Educational Challenges

Engage in practical research to analyze and tackle social and educational challenges, focusing on sustainable solutions.

2. Science of Learning in Non-Traditional Contexts

Understand and apply the science of learning in unique settings like organizations, individual interactions, and groups.

3. Engagement with Multiple Knowledge Systems

Integrate diverse epistemologies and ways of being to promote responsive, well-rounded education, encompassing various cultural, historical, and ecological models.

4. Social Justice, Decolonization, Equity, Diversity, and Inclusion

Apply a comprehensive understanding of these principles to create inclusive and equitable learning spaces.

5. Critical Analysis of Educational and Social Issues

Utilize analytical thinking to identify and address social problems through an educational lens, fostering understanding and effective resolution in various contexts.

Area 2: Enriching Educational Experiences

1. Leadership in Learning and Innovation

Embrace entrepreneurship, leadership, and social change principles to become innovative and transformative leaders in education.

2. Learning Intervention Design and Implementation

Apply principles to create and foster positive changes in individuals, groups, and organizations through targeted interventions.

3. Facilitation of Learning in Diverse Contexts

Organize and oversee rich learning experiences in various environments, demonstrating proficiency in design, development, and management.

4. Learning Assessment and Growth

Utilize assessment tools to understand learning processes, identify growth areas, and promote justice-oriented change.

Area 3: Relational Care

1. Effective Communication

Foster positive work and learning communities through strong oral, written, and technological communication skills.

2. Effective Feedback

Utilize effective feedback principles to cultivate and sustain positive change across various learning environments.

3. Introspective Growth Mindset

Focus on reflection and self-assessment through an introspective lens to recognize and foster personal growth and interactions with others. This approach aligns with ethical and human-centered education goals, encouraging an attitude of continuous self-improvement and awareness.

Learning Objectives

The program's core learning objectives provide a clear roadmap for students' educational journey. Grounded in practical and real-world applications, these objectives align with various aspects of students' university experience. By focusing on these areas, students will prepare themselves for a versatile and responsive approach to education in today's diverse and ever-changing world.

1. **Educational Foundations | *Foundational Knowledge***
 - Students will recognize and explain the foundations of learning including the historical, sociological, psychological, and philosophical dimensions of education.
 - Students will identify various contemporary education approaches and models, recognizing their relevance in local, national, and international contexts.

2. **Educational Design through Critical Engagement | *Application***
 - Students will learn to analyze, critique, and design a variety of educational policies and programs, considering diverse contexts and needs.
 - Students will analyze different research methodologies and apply critical thinking to solve problems and make decisions within a broad range of communities and institutions.

3. **Cross-Disciplinary Connections for Change | *Integration***
 - Students will connect and integrate knowledge across various disciplines such as, but not limited to, international development, educational psychology, and management.
 - Students will identify the similarities between different theoretical and practical approaches to learning, design, and leadership, and relate these concepts to the broader goal of sustainable, justice-oriented change.

4. **Social Perspective Coordination | *Human Dimension***
 - Students will develop the ability to interact with others in diverse educational contexts, recognizing and coordinating multiple perspectives on global education issues, and demonstrating an understanding of the complex interplay between individual, cultural, and societal viewpoints.
 - Students will identify the impact of education on different communities and plan changes that reflect a responsible and ethical approach to leadership and innovation.

5. **Meaningful and Ethical Engagement | *Caring***
 - Students will increase interest and value in various knowledge systems and approaches to learning, reflecting on how these concepts apply to their own interests, values, and feelings.
 - Students will commit to a continuous learning process that is aligned with the overarching goal of being knowledgeable, innovative, critical, creative, and ethical change-makers.

6. **Self-Directed Learning Strategies** | *Learning How to Learn*

- Students will develop strategies to become self-directed learners, identifying resources and constructing knowledge about effective written, oral, and aural communication skills, including emerging technologies.
- Students will inquire into and reflect on their own learning process, fostering a continuous commitment to learning and evolving within the dynamic and unknowable future of education.

Glossary

Internship - An internship is a supervised learning opportunity that is part of a vocational training, technical or university program offered at an educational institution recognized by the Ministère de l'Enseignement supérieur. Internships have a pedagogical intent and include observation and competency acquisition and/or implementation in a workplace environment.

What can be considered an internship:

- An experiential opportunity integrating knowledge gained in the classroom to an employment setting
- Has a defined start and end date and includes a job description
- Has clearly identified objectives and outcomes related to the student's field of study
- The student's work is supervised by a qualified professional and feedback is shared with the student on a regular or ongoing basis
- The employer provides equipment, resources and facilities to support the learning objectives/goals
- Includes a reflection and evaluation process at the conclusion of the internship

Internships Administrator - Staff member in the Internships & Student Affairs Office (Faculty of Education), responsible for helping B.A.(Education) students to plan and prepare for their internships by providing tools, internship leads and offering advising. They also design reflection activities and approves Internship Proposal Forms.

Internship Host or Partner Organization – Any private, public/governmental or non-profit organization who has been identified or is currently a host for an internship placement.

Site Supervisor - The internship Site Supervisor is responsible for the actual supervision, onboarding and guidance of the intern's activities at the Internship Site. They will provide the Internship Administrator with written evaluations—via a form—of the intern at the end of the 150-hour internship. This evaluation will measure

professional competencies and contribute to the student's final grade (i.e. pass/fail for the zero-credit course EDGC 398).

Work Term – The period of 150 hours that a student commits to as part of their B.A.(Education) internship.

Important Documents

[Internship Agreement & Learning Plan](#) - Signed MOU between Host Organization, Student and Internships & Student Affairs Office.

[Employer Student Evaluation Form](#) - To be completed and submitted by the last day of the student's 150 hour internship

[Student Reflection & Self-Assessment Form](#) - Students fill out and submit this form by the last day of their 150 hour internship and latest one week before the grade submission deadline (August 30)