



Transcript

Welcome:

Aileen: Hi everyone, on behalf of the U.S. Department of State's Bureau of Educational and Cultural Affairs and the Institute of International Education, we welcome you and thank you for joining the Gilman Scholarship Program's Web Symposium Series for the 2013 and 2014 Academic Year. My name is Aileen and I work with the Gilman International Scholarship Program. Today's webinar symposium is going to be focused on Career-Oriented Internship Opportunities Abroad.

Gilman International Scholarship:

A little bit more about the scholarship. The scholarship's mission is to diversify the kinds of students who study abroad and the regions where they go. We're really proud to say that over the past twelve years, since the scholarship's inception, we've given out over 14,000 scholarships to deserving undergraduate students. The program targets students with high financial need who are underrepresented in study abroad. Students who are recipients of the Pell grant are eligible to apply for the scholarship. Specifically, the scholarship provides up to \$5,000 for students to study and intern abroad, and students who are studying critical need languages are eligible to receive up to \$8,000 dollars. A new initiative that we've just started this year is an emphasis on credit-bearing, career-oriented internships abroad. This has always been an option for Gilman applicants, but there are now 150 awards available specifically for students who are participating in internships abroad. You can view more about the Gilman International Scholarship Program on our website, where we have informational webinars and videos and information about timelines and deadlines.

Web Symposium Series:

The Gilman Scholarship Program brings you this webinar series and each month we're going to be talking about a different key foreign policy topic in education abroad, and so next month we're going to have a webinar, or a symposium focused on community college students and how to encourage more of them to study abroad and after that we will have a Web Symposium on reaching out to students in the Science, Technology, Engineering, and Mathematics fields. These web symposiums really aim to bring experts and leaders in the field and program alumni together to present on these topics and sort of start a dialogue on best practices on, you know, reaching out to students to participate in internships abroad, encouraging more community college students to go abroad, those types of topics. If you're interested in helping us with any of these webinars, please get in touch with us. You'll see my email listed on the webinar later, or you can email us at gilmanadvisors@iie.org. Recordings of the Gilman Web Symposium Series will also be posted online on the Web Symposium tab of our website.

Presenters:

A little bit more about the presenters. My name is Aileen O'Donnell, I am an Assistant Manager with the Gilman International Scholarship Program and I work out of the IIE Houston Office. With the Gilman Program I work with Advisors and handle campus relations as well as oversee the outreach coordination of our Gilman Program Alumni. I'm really pleased to be joined by Amy Benedict-Augustine and she's the director of the Career Development Center at the State University of New York, Oneonta and she has researched the impact of international internships on undergraduate college students' development. In this presentation she'll be sharing her significant findings and she'll also be talking about information that can be both beneficial to advisors as well as students on college campuses. And we're also joined by a Gilman alum, Fawziyya Muhammad, and she interned in China in 2011. She is a phenomenal Gilman Representative and she's going to share her student perspective and how her experience in an international internship continues to

impact her career today. And so we're going to have time at the end for questions and answers. You can type in your questions into the chat box and we'll go ahead and ask those questions at the end.

International Internships:

So, what are international internships? On this slide we have two definitions from leading education abroad organizations. The first one is NAFSA's definition. NAFSA defines an international internship as work experience which allows participants to apply their theoretical classroom knowledge in a real-world setting. Meanwhile, the Forum on Education Abroad's definition also emphasizes the educational aspect of an internship, conveying that internship experience should provide practical training and lessons rather than just tasks. And the Forum's definition also adds that internships can be credit-bearing and include coursework or the internship can just be an experience on its own. As well as these internships can be paid or unpaid.

Significance of Internships Abroad:

I found this quote, and it really stuck with me. Although it's a quote from the past, the facts remain true in present day. And so as many of you recognize, internships abroad really provide a great influence on a student's experience. They give greater exposure to the host culture and society and they also help increase language fluency.

Professional and Academic Benefits:

A little bit more about the professional and academic benefits. As you can see on these slides, employers really want graduates who can apply their theoretical knowledge from the classroom to the real-world, which internships have the ability to do as long as the student takes advantage of them and there is a thought put in to it, both from the participant's perspective as well as the employer's perspective. On the other hand, research shows that learning outcomes from internships abroad are also similar to those outcomes with study abroad, but they are only amplified, because the student really gets to integrate into society and have a better understanding of how that society operates. If you're interested in learning more about the professional and academic benefits of international internships, there's a really great publication that was presented at the Forum Education Abroad annual conference: the link is at the bottom, you can also Google that. I definitely recommend checking that out, it has lots of great information.

Resources for Internships Abroad:

At this time, I'm going to ask any of you who know of resources for internships abroad to type them into the box and we're going to share those resources at the end. This is kind of a virtual floor to all of you who know great resources to share with colleagues and students. Our recommendation is to check out IIEPassport, which is a searchable database online and it includes a variety of international education and exchange opportunities and internships. Now we're going to move on to Amy and she'll talk a little bit more about herself and her research that she's done

Amy L. Benedict-Augustine:

Great, Thanks Aileen. This is Amy here, talking to you from sunny, SUNY Oneonta, at the foot of the Catskills in New York State. I'm delighted to be a part of this webinar. International internships are a topic that are near and dear to my heart, and I think it really goes back to my childhood fascination with the Disney ride, 'It's A Small World'. Funny how those things come back around and follow us into our adulthood. I have been working in career development in higher education for 25 years now. I started my career at Corning Community College in Corning New York, working with a grant-funded program to help students on public assistance to complete a degree and find employment. After working there for two and a half years, I got a position at Cornell University's College of Agriculture and Life Sciences, working in their career development office. I was exposed to students, faculty, study abroad students, researchers, from all over the world, and had some wonderful opportunities to do some professional travel abroad. And then in 2008, I decided that I wanted to advance my education further and applied to the University of Pennsylvania's Graduate School of Education Executive Doctoral Program in Higher Education management. For two years, I drove to Philadelphia once a month for classes, had a wonderful opportunity to do an international class in South Africa, and learn about higher education in South Africa, and then my dissertation topic found me, as dissertation topics often do, and that's what I'm

going to be talking about with you today: the impact of international internships on undergraduate college students' career development.

Overview:

Just to give you an overview of what I'm going to cover this afternoon, I'm going to talk a little bit about why I did this particular study, give you a little snippet of the literature review, talk a little bit about the methodology that I used, give you an overview of the findings that are in three categories - business students, engineering students, arts & sciences students, talk about some recommendations made on the research, and then a little bit of an idea of areas for future research.

Why?:

First, why did I do this study? I really wanted to add to the literature on international internships. When I started my literature search I found a lot of information on study abroad, I found lots of information on internships, but I found very little information on international internships. So I thought, "Ohhh, maybe there's a spot here for me to do a little bit of work that will add to the knowledge that we have." My hope is that through this research, both faculty and career advisors will feel better prepared in helping guide their students who are interested in international internships. Additionally, I'm hoping that for students, it can help them do more informed planning with regards to international internships. And then, I also thought it was really important to hear actual student voices. Lots of time in the literature we're hypothesizing, and theorizing, and I really wanted to hear from the students about their experience and to be able to share that with others. So that was a key priority for me in the research.

Literature Review:

The next slide shows graphically what I attempted to do with my literature review. I looked at the literature for experiential learning, I looked at literature for global learning, and then I tried to find the intersect between the two, in the realm of career development.

So first, on the experiential learning side of things, just some highlights of some of the literature that I drew from. I liked this quote from Aristotle: "For the things we have to learn before we can do them, we learn by doing them". So even back in Aristotle's day, a recognition that doing is often - I don't know if I should say better - but, as valuable learning as reading, hearing, etc., etc. And then Confucius, a quote that we're all probably very familiar with: "Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand." So that was an important quote to remember as well, while I was doing my work. I also found David Kolb's *Experiential Learning Experience as the Source of Learning and Development* from 1984 a very useful resource. There was a graphic model in particular that showed the triangular effect of education at one corner, personal development in another corner, and work in another corner, and in the middle, how that all revolves around and becomes experiential learning. And then finally, a final highlight, George Kuh in 1993, (hold on, let me find my spot in my notes) published a study to examine the impact of learning outside of the classroom. I really liked what this Stanford student had to say about her experience. A Stanford student achieved a better understanding of her purpose in life by discovering what not to do - "The loans I have to pay back have been a pressure for my freshman year. I felt that I had to do something, major in something that was going to make money, so that I could pay for my education. I now laugh when I think back to that. But I'm very glad that I didn't go the pre-med route. I also started seeing that I really didn't enjoy Chemistry classes, didn't want to take physics, didn't enjoy calculus. So then, it probably wasn't the right road for me." So the student was able to articulate that through her experiential learning, she discovered something that wasn't going to be a good fit for her, and could cross that off her list and go on to something else.

In the global learning literature review, a couple of highlights. Derek Bok's 2006 *Our Underachieving Colleges* and a quote from his book, he stated: "Colleges should pursue a variety of purposes, including a carefully circumscribed effort to foster generally accepted values and behaviors, such as honesty and racial tolerance. Within this ample mandate, several aims seem especially important, including preparing students to live in a more global society. Issues related to

commerce, technology, and natural resources, increasingly bring U.S. citizens in to contact with people, governments, and cultures from around the world. College students need to know how to understand and respond to these global challenges.” Another resource that I found very valuable was Alan Goodman’s 2008 Open Doors-IIE Annual Report (and I swear I had no idea that I would be doing a webinar for IIE at some point) and in the 2008 report, he wrote that “International experience needs to be a component of every student’s education, equipping them for 21st century careers and for global citizenship.” The American Council on Education, in 2009, I appreciated the way they differentiated between several different terms, the specific components of global learning. They defined global learning, as “denoting the systems and phenomena that transcend national borders”, they defined international learning as “focusing on the nations and their relationships”, and intercultural learning as “focusing on knowledge and skills to understand and navigate cultural differences.” So they’re three separate definitions, but they’re synthesized together as “the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events, analyze global systems, appreciate cultural differences, and apply this knowledge in appreciation to their lives as citizens and workers.” And then, about the only study that I could find back in 2008, was a study done by Terry Hannigan in 2001, and he wrote: “None of the studies reviewed, have given any consideration to overseas vocational exploratory behavior and the effect that it may have in helping students develop greater clarity and a more determined attitude towards work goals. Given the trend of more undergraduates participating in overseas education activities and the focus on globalization of the marketplace and business world, in general, such an omission is becoming more problematic.” So in a way, Terry’s research was my inspiration to move ahead and take this conversation further.

Literature Review (Career Development):

And then the final section of my literature review was the intersection with career development. Some resources that I found particularly helpful, were Donald Super and his ideas, his theory of career development, his concepts about vocational maturity, the congruence between an individual’s vocational behavior and the expected vocational behavior at that age, the closer the correspondence between the two, the greater the individual’s vocational maturity. I also found David Blustein’s work from 2006, *The Psychology of Working*, beneficial. And in his book, he reviewed the ways in which economics, technology, and education contribute to the globalization of work. One direct outcome has been the increased competitiveness for jobs, because increasingly work knows no boundaries. Literally. He also wrote about the importance of understanding work within various cultural contexts. And then the final work that I wanted to highlight was the OECD’s (Organization for Economic Cooperation and Development) 2004 publication, *Career Guidance and Public Policy: Bridging the Gap*. And a quote from that publication: “Access to career guidance need to be greatly widened. For services to be delivered in far more flexible ways, and yet for those to be done in ways that limit the cost to the public purse. The ways in which career guidance is provided might help better articulate community demand for learning, contribute to higher education access and completion, and improve the match between labor market supply and demand.” So just a little bit from literature review highlights.

Literature Review (Cont.):

Now, I wondered, actually, this is a little participatory section, but I was wondering if any of you that are participating have any particular favorite resources on global learning, experiential learning, career development, anything that you’d like to share.

Aileen: If anyone has any resources that they’d like to share, any literature that they’ve researched, feel free to type them in to the box, and we can discuss them at the end, along with the questions

Amy: Okay, that sounds great.

Methodology:

So, moving on to the methodology that I used. I posed three questions for my research project: The first, why do undergraduate college students pursue international internships; the second, how do undergraduate students describe

their international internships experiences; and third, what do students gain from their international internships in terms of their career development.

So my study was based on a qualitative research method. It was a collective case study geared from, organized around a social constructivist point of view. The students who participated in my study were from Cornell University's College of Engineering and College of Arts and Sciences, and then from the University of Pennsylvania's Wharton School of Business. I didn't use Cornell University's undergraduate major in Economics and Business, because at the time, I was the director of career development in that school, and was concerned with how my relationship and my role with students might impact the candor of their responses to the study. So, for the study, I chose to talk with Juniors and Seniors who had done an international internship during the summer of 2009. I wanted them to have had at least a four week minimum experience, with at least twenty hours of work a week. The way that I recruited participants was through career services, at the Wharton School of Business at the University of Pennsylvania, the College of Engineering at Cornell University, and the College of Arts and Sciences at Cornell University.

For my data collection, I did one hour interviews. Some were in person, some were by phone, and some were by Skype, including the one that stands out right at the moment, is the young man who was in Madrid, so we had to work out the time difference, but that was sort of fun to do. And then I also reviewed documents, the essay, maybe they had written to apply for the internship program, or the resume that they had submitted, or the final project that they wrote, or recommendations from a faculty member. The lens that I used for viewing the data was from Super's Developmental Self-Theory of Vocational Behavior. I looked at the establishment stage and the three vocational tasks connected to that stage: crystallization, specification, and implementation. The two roles that I looked at were the worker role and the student role, which were occurring simultaneously in this particular situation. And the "theater" that this was happening in was in the workplace.

This slide attempts to show graphically, what I wanted to know. How was the combination of the experiential learning and the global learning impacting each student's career development?

Methodology (Limitations):

Right up front, I want to talk about the limitations of my methodology. So, one limitation is that the research was conducted with students from two universities and only three colleges among those universities. In this case, I had motivated volunteers. Another limitation, limited career interest, partially based on the colleges I drew from. Limited number of countries. Certainly Cornell University and the University of Pennsylvania are unique institutions, so that's a limitation in the study. And then, compensation varies for the students. Some of them made prorated first-year, financial analyst salaries in their internship experience; some of the students received no compensation. And I'm sure there are other limitations as well, but those are the primary ones that I identified in the study.

Findings:

Next, I am going to introduce you to three students from my study. First, I'd like to introduce you to Avita. Avita, at the time, was 21 years old. She was a junior studying finance and management. She had a 3.4 GPA, and was from India. Her family's gross annual income was \$100,000 dollars. And she had an internship in the investment Banking Division at Credit Suisse in Singapore. During her internship, her compensation included a \$20,000 dollar salary, a round trip flight allowance, and then she was compensated for dinner and taxi fare if she worked after 7PM, which happened very regularly in this internship. And just, a couple of her thoughts about this experience: "It's extremely intense, in the sense that you're working hours nothing like you thought a normal person works. You work every day until 3AM, and you come back to work at 9AM, and it's expected, it's not like 'Oh my god', what am I doing here, it's more like 'I'm here and it's totally okay', which I found shocking." And then another thing that she reported at the beginning of her internship, there wasn't a detailed job description. So she said "it's more like you're supposed to know what happens day-to-day, they tell you in the interview, this is what we do day-to-day, so you do know, kind of, but you don't know what deals will be, you can't predict that, but you know you'll be sitting in front of the computer, you know you'll be making models." I

guess that's all I'll share about Avita, for now. So she's a sample from the business group. And then a little summary of the findings from the Business group. I interviewed five students.

The reasons that the students pursued their internship, three of them wanted to gain experiential knowledge, two of them wanted to gain global knowledge, and then with relation to career development, two of them wanted to clarify their interest, and two of them wanted to clarify their values. After the internship, the benefits that the students could identify, all five of them gained experiential knowledge; three of the five of them acknowledged increased global knowledge as a benefit. In relation to career development, three of them reported improving on skills during the internship, four of them reported clarifying their interests, and four of them reported clarifying their values related to their work. Remember, this is not a quantitative study, this is a qualitative study, and I'll get to that at the end of my presentation, but overall, the business students gained more than they thought they would.

Going on to the Engineering students, I'd like to introduce you to Brian. Brian, at the time, was 20 years old, a Junior in the Environmental Engineering major, he had a 3.52 GPA, was from the United States, his family's gross annual income was \$120,000 dollars, and his internship was at the Institute for Biological Engineering and Nanotechnology in Singapore. By the way, I highlighted two students from Singapore, because I originally presented this at the Global Internship Conference in Singapore in June. His compensation for the internship was roundtrip airfare, housing, a food allowance, and a \$3,000 dollar stipend at the end of his experience. A little bit from Brian's experience. First, he talks a little bit about taking care of the cells during his internship, cartilage tissue cells: "What we got to start the cell culture with was just a tiny little vial that was frozen, and I don't know, we had it at like minus Celsius, or something. So we'd thaw that, and you'd split it up into three cell culture flasks, and then that would become confluent, which is to say like, multiply, and have certain density." Brian talked a little bit about his supervisor's style for managing and he said "In some things, it was like you'd think she was being really finicky or something, but I think it came from, after working with cell cultures for a certain amount of time, you just know that if you do one thing wrong, one day, and you could screw up two months of work, so you're just very careful and meticulous. There's a while that I would just watch her, and she wouldn't even let me see stuff, but then later on she trusted me, so I could do stuff." And then, one other thing that I thought as very interesting about Brian, he lived with a family in Singapore, and so he learned a lot about the culture from that experience as well.

So, on to the findings for the five engineering students. The reasons they stated they wanted to do the internship. Four of them wanted the experiential knowledge. All five of them hoped for the global knowledge. The engineering is pretty well prescribed and doesn't give a lot of opportunity for study abroad, so international internship was a nice way to get both some work experience as well as some international experience. With relationship to career development, three students stated they hoped to clarify their interests through the internship, one of them hoped to clarify their values. And then, the benefits they were able to acknowledge, all five of them, gained experiential knowledge, as well as all five gained global knowledge. In regard to career development, two of them improved skills, five of them clarified their interest, and four of them clarified their values. So again, while in different areas, all of them gained more than they had anticipated they would before the internship.

And then finally, I'd like to introduce you to Paulette. Paulette was an Art and Science's students. At the time of the study she was 21 years old. A Senior in the Biology and Society major. She had a GPA of 3.71, a dual citizen of Belgium and the United States, although she describes herself as a very typical New Yorker. Her family's gross annual income was \$150,000. And, she ended up working for the African Consultants International, in Dakar, Senegal. And she got no compensation for this experience. Now Paulette is very interesting, because her experience did not go at all like planned. So she initially worked with ISEC and was supposed to be working with a Non-Governmental Organization doing AIDS-related education. When she arrived she was in a situation that was not at all what had been described to her. She was living in a room that was very, very tiny. There was a bathroom down the hall. One of the girls in the room had to sleep on the floor so that she could have room on the bed. And also, the project wasn't very well organized. So overall, she was very disappointed. In the meantime, she happened to find someone who helped her move on to this internships with the African Consultants International and she said the first experience, "Whatever I did

that was seen differently, through their cultural lens, they would tell me, and then we would talk about it, and it would be a really interesting learning experience. And they would talk to me about their religion, their culture, so I gained a lot from that.” I’m sorry, that was actually from the second experience. In the first experience, the students were not very interested in hearing about her point of view. And then she said about the experience: “I learned a lot about the reality of international aid and development and helped work on the ground in a developing country and a more realistic understanding of the world. It also taught me that you have to be comfortable with yourself and your situation before you can participate in any cross-cultural contact.” And then finally, she learned that she’d like to work for a year in the states, “preferably in Washington D.C. or in New York and really try to be on my own, try to have a salary that is my salary, and be an adult, and then spend two years abroad, and then come back for a Masters in Public Health. The idea would be an organization that works internationally as well as domestically, or that has a headquarters in the U.S., but works internationally so that I could work in D.C for a year with this organization, and then with the same organization, go and work abroad.”

And then a summary of the findings for the Arts and Sciences students. The reasons that they wanted to go, were: four of them wanted experiential knowledge; four of them wanted global knowledge. With regard to career development, four of them wanted to develop their skills further, and one of them wanted to clarify their values further. After the fact, the benefits that they were able to acknowledge, all five of them were able to gain experiential knowledge as well as global knowledge, and with regard to Career Development, three of them clarified and built skill, four of them clarified their interests, and four of them clarified their values. So again, overall, the student gained more than they had anticipated.

I’m going to skip the next two slides, and go right to the recommendations and ideas for future research.

Recommendations:

Alright, so recommendations from my studies. First recommendation is that institutions need to decide if international internships really are a priority. So a colleague talked about being on a committee that’s focused on international education and she said, “It’s a global service learning group, and one of the most frustrating things, is that there’s a lot of talk of internationalization and encouraging our students, but at the undergraduate level, there’s very little support. In the end, the university has to back this up with financial support or identify resources [like the Gilman Scholarship, for example,] that can help students to make these dreams come true.” Second recommendation then, is to allocate resources for development and promotion of these opportunities. A colleague stated “I think the biggest need is in staff time, and resources to develop these interdisciplinary partnerships.” His experience is that the most successful programs tend to be faculty driven, but also have partnerships with the language department. Great opportunities also exist for collaborating with alumni. Third recommendation is to provide career development advising and programming. One of the things I learned from the Global Internship Conference is that sometimes this programming and advising, depending on how a school is structured, might actually come from the office of international education. Here at SUNY-Oneonta, the career development center is actually working with the Office of International Education to figure out ways that we can work together on the advising and programming side of things. Another recommendation is to identify funding sources for students, whether those are local to the campus, or national like the Gilman Program, or others. And then the final recommendation and this was particularly fascinating to me: To make sure to develop and offer a structured reflection for the students after the experience. Almost every single student, of the fifteen that I interviewed, said that my conversation with them was the first time that someone in higher ed, a staff member, or faculty member, administrator, had talked with them about their experience and asked about what they had gained from it. So, when you are doing the learning on experiential learning, that opportunity to reflect is a really critical component of the experiential learning process.

Future Research:

And then the final slide, just has some ideas for future research, of course it’d be fascinating to interview students from different colleges and universities, to include additional majors in the study, maybe a focus on one specific country, maybe to include more countries, to look at short term experiences versus long term experiences, and I’m really excited,

a colleague and classmate at the University of Pennsylvania is doing quantitative analysis of the international experience in her dissertation, which will be forthcoming.

So, there you have it. And I look forward to hearing/reading your questions.

Aileen: Thanks so much, Amy. But we're going to transition in to Fawziyya. She's a Gilman Scholarship recipient who interned abroad in China, and her internship experience still affects her career today.

Fawziyya Muhammad:

Hi, my name is Fawziyya Muhammad, I am a Gilman alum, and in 2011, I had the opportunity to study abroad and intern in Beijing, China. So before I talk about my experience, I was to share with you a little background information about me.

Background:

I am first-generation American, and before 2011 I had never travelled outside of the United States, so China was really my first exposure to the outside world. I'm also a graduate of the George Washington University. I studied Economics and Statistics. Before that, I studied Biology, and during the time that I went abroad, I was actually transitioning from the Natural Sciences to Economics. So I had this strong interest in the natural sciences and the environment, and I had a growing interest in economics and business, but I wasn't sure how I could combine these interests, and I didn't know what career path I could pursue with them. When I went abroad, I expressed these interests to one of the coordinators of the program and she was able to connect me to this company, called Carbon Capital Management. They are a carbon trading company. They are based in Japan, and during my time there, I worked in the business department, where I was able to learn a little about the Carbon Trading Market (CTM). I performed research on the CTM projects in the rural parts of China, and it also gave me a chance to learn a little bit about the roles that the U.S. and China play in Carbon Emissions. When I returned in 2011, I had the chance to intern with the U.S. Department of Energy the following year, and soon after graduating, I came to work for one of the largest clean energy companies in the United States. So I can say that my experience interning abroad it's been truly life-changing, because it gave me a clear picture of what I wanted to pursue in the future. It was my first exposure to the energy industry, and it also opened the doors to several other opportunities here in the United States. So I wanted to share with you a couple lessons, and tips for maximizing your experience while interning abroad.

Lessons Learned:

The first one, I believe is the most important one. I strongly recommend that everyone who's listening keep a journal, or a blog, or some kind of record of your experience, because in every single interview that I've gone to after I returned, I'm always asked some version of the question 'How was China?'. You need to go beyond 'It was great.' You need to be able to provide detail and insight into how your experience has helped you grow. Keeping a journal or a blog, is a great way to keep track of your accomplishments, and like Amy mentioned, I think it also gives you an opportunity to reflect later on about your experience so that you're able to see what you've gained from the experience.

The second lesson, or tip, is to remember that you're there to learn. You know, internships are really all about learning and honing your skills. For me, it was about learning about a new industry, it was learning how to conduct myself and network in an intercultural business environment, and then it was also gave me a chance to improve on my public speaking skills.

And then the third one, ask questions. And asking questions will help you learn. Don't be afraid, especially you're in a foreign environment, you're not expected to know everything, don't be afraid to ask questions.

The fourth one, don't be afraid to take initiative. I was given two research projects, and I proposed a third project based on my interests. So if there is something that you would like to do, don't hesitate to run that idea by your supervisor, because it may lead to bigger things.

Second to last, is to engage and network. Studying abroad, you are in a foreign environment. So when I went abroad, I could not speak Chinese. It's a little bit scary, when you're in an office environment, and you know, you're surrounded by people who are speaking Chinese, and you don't understand a word of it. But don't let that stop you from going up to someone and getting to know them, talking to them. Actually, I spent, this actually connects to the last one, practice the language. I spent the most time speaking English during my internship just because my coworkers wanted to practice. And so, network, and if there are other Americans in the company, don't limit your circle. Make sure you talk to other people, spend time, get to know your managers and your teammates. That's all.

Aileen: Thank you so much, Fawziyya, just to wrap everything up.

Maximizing Internships Abroad:

For maximizing internships abroad, I thought I would echo a few of the things that both Fawziyya and Amy touched upon during their presentation. For internship abroad participants, basically, you get from your internship, what you put into it. So if you're not going in there with a clear set of goals and ready to take initiative, then you probably won't get much out of the experience when you come back. You really have to have clear goals in mind. I would definitely advise you to strive to make key connections and network in the field, while you're there, and create a list of skills that you hope to gain and knowledge that you want to gain. Go through it, maybe on a weekly basis, to see if you're reaching your goals and what you can do about it.

You also want to communicate with your supervisor about these goals, to see if maybe there's an assignment that she or he could provide you with that could help you. And then once you come back, you can assess the outcome, and when you go through that self-assessment, that's something that's really great to talk about in future interviews, and that will really help you.

As for advisors, I know that most of the advisors that are listening to this webinar, probably have a lot of experience advising for internships and so I'm sure that you're well aware of how impactful it can be to survey participants before their departure, so you can get them thinking about those skills and goals that they want to reach while they're participating in their internship abroad. I know if you have the ability, some of you might be advising a lot of students, so it's hard to stay completely engaged with the participants while they're abroad, but if you have the ability to keep the participants actively thinking about what they want to learn, that's great. And then, lastly, if you have the ability to administer a self-assessment to the students once they return, that really helps facilitate their thinking of what they learned while they're abroad, and that helps them pinpoint transferrable skills that they can talk about, that they've gained.

So, at this point, I think we're going to show the slide about resources. Claire, are we ready for that slide?

Claire: Yes we are.

Aileen: Okay, here we go. Thank you all for sharing your resources. I think it will really benefit everyone to see what kind of resources are out there for internships abroad.

Resources for Internships Abroad:

Aileen: So here are some of the resources that all of you provided, as great for advising on international internships or finding an international internship. So the first one listed is iiepassport.org, that's the one we talked about in the beginning. The second one is WIVA, that's the Work, Internships, and I think its Volunteer Abroad, NAFSA subcommittee and listserv. Then there's also idealist.org. I know that when I was looking for internships and jobs when I was in college, idealist.org was a great place to go. There's the *AIFS Student Guide to Study Abroad and Career Development* which you can find on NAFSA (www.nafsa.org). There's also bunac.org, and that's a resource for visa sponsorship and internships in the U.K.

We also had some advisors share literature, and I'm sure Amy's excited, to see what other people in the field are looking at in regards to literature. So one of those is the National Association of Colleges and Employers and the "What it's Worth" - that's the resource that I pointed out earlier in the presentation.

Q&A:

Aileen: If you are interested in contacting any of us with questions, please feel free to do so. At this point, we're going to open the floor up for questions.

Claire: Okay Aileen, we had a couple questions coming in. We had one, for Amy, about how many students she interviewed total, for her dissertation.

Amy: Oh, sorry that I didn't make that very clear. I interviewed fifteen students, five from each of the three groups.

Claire: We have another question about how the students that Amy worked with, were able to find their internships.

Amy: Oh, that is a great question. It was a variety of methods. Some of them, particularly the business students, were able to use on-campus recruiting, some of the students did state department internships, so they were aware of those on their own, and went through the application process, some of them consulted with faculty to get ideas about either, maybe, employers that they had done projects with, or maybe former students had gone to work with. Those are the primary means that come to mind. Well, and some of them, actually, I should say, in meeting with a career development professional, to go through some of the resources available to them.

Claire: Great, thank you so much Amy, and I also wanted to mention that we have several people chatting in, saying thank you to you for all the great information. So, we have a couple other questions, if we've got time. We have a question, Amy, about how you think the findings might be different, if the students were from lower income families?

Amy: Oh, that is definitely an area of interest for me. One of my passion, which is why I'm so thrilled to have learned about the Gilman Program, is to champion our lower and low-middle income students being able to pursue international internships. So, I think it would be fascinating for somebody to pick up that baton and run with it, and do some research, focusing on the low-income group. How do I think it would be different? You know, that's a great question. I wonder if they might not have had as much opportunity for experiential learning. Certainly I would guess, compared to some of the high-income students, that they wouldn't have had much opportunity for travel, possibly, not probably, definitely. There was one student in the study whose family income was upwards of an annual, a million dollars, so I think it could be different in lots of ways.

Claire: Great. We had another question about what kind of work experience the students that you worked with had before they went abroad on their internship.

Amy: That varied as well. Then majority didn't have any prior work experience. I should clarify, work experience related to their field. A few of them did, but the majority did not.

Claire: Great. And did you students receive academic credit for their internships.

Amy: It varied. Some of them did, some of them did not. Many of them, it was financial, or volunteer.

Claire: Okay, so let's see, we've got another question, Aileen, about the internship awards for Gilman, this time around. We have someone asking if there's a separate scholarship application for those students.

Aileen: No, it's actually, those awards are set aside from the Gilman Awards. So there are one hundred and fifty awards

set aside out of the Gilman awards that we'll be giving out, and so one hundred and fifty of those will go to internship participants. Students don't have to fill out a separate application, they just have to apply for the Gilman Scholarship and there's a dropdown list in the application where they select which type of program they'll be participating in. If you have a student participating in an internship abroad, just make sure they select internship abroad.

Claire: Great. It looks like that's about it from our end, Aileen.

Aileen: I did see one other question, and it's for, it is whether anyone has identified the best way to teach returnee's how to articulate what they learned abroad to employers during interviews. I actually listened to a really great NAFSA webinar a few months ago, and there's this thing called the STAR approach. I can't remember what STAR stands for, but basically, you get students to think about the situation that they were in while abroad, and it could have been a challenge, and how they solved that challenge. And so you get the student to think through that situation and they come up with what they've learned. And I think that's a great way for students to think about what they've learned during their internships abroad and how to articulate that to employers. Say there was a communication issue while they were participating in an internship, and how did they solve that communication issue. If they're able to articulate that to employers, then they'll come out as a very strong candidate,

Claire: We actually have an attendee let us know that STAR is: Situation, Task, Action, and Result. So, thank you very much for that. Aileen, we do have a question about, for Gilman, if the internship has to be for credit, in order for them to apply?

Aileen: Yes, they must be receiving academic credit for the internship to be eligible for the Gilman Scholarship. And that's just like any other, all of our Gilman Scholars must be receiving academic credit, no matter what it is. So whether you have a student who's participating in a study experience, or independent research experience, or an internship experience, they must be receiving academic credit. But there's no minimum amount of credit that they must be receiving to be eligible.

Claire: Great, thank you. I think that looks like all the questions I see Aileen.

Aileen: Okay, if you have any follow-up questions, feel free to email any of us, and we'd be happy to answer. Thank you guys so much for attending the webinar. If you're interested in helping out as a resource in any future webinar, please get in touch with us. Have a great afternoon.