

# The Bush School

## Internship-Language Immersion Learning Agreement Overview

### Learning Goals

### Strategies & Activities

### Evidence

### Evaluation

#### What is a learning agreement?

In short—a learning agreement is the “syllabus” you create for your internship or language immersion “course.” It identifies what you expect to learn; how, where, and from whom you expect to learn it; what evidence best supports your learning; and how you expect to be evaluated.

#### Why complete a learning agreement?

The internship, language immersion, and marketable skills practicum are **high-impact experiences**, rich with opportunities for you to learn about yourself and the work or cultural environment you plan to enter upon graduation. The internship or language immersion “course” prompts you to take steps toward creating the meaningful experience you want it to be. You should consider what you want to learn, how you plan to learn it, and how you will prove or demonstrate your learning, all of which will make you a more marketable candidate for the type of work you want to do.

#### How do you create a learning agreement?

1. **Identify your learning goals.** What are the goals you expect to reach during this high-impact experience? For example, one learning goal could include improving teamwork skills, since teamwork is integral to the on-the-job training your internship will provide. Thus, you could begin by addressing the 3 teamwork learning goals listed in Appendix A. In addition to teamwork, what *other* learning goals do you want to address? Please identify at least 2 personal learning goals from the list in [Appendix A](#) or create your own following the guidelines in [Appendix B](#).
2. **Identify your learning strategies and activities.** How do you plan to accomplish your learning goals? What steps will you take? What challenges do you foresee? How do you plan to address these challenges? Many of your learning strategies will come from your job tasks, but some may go beyond your job description. Therefore, what will you do on your own to enhance your learning and understanding? For example, will you read related journals, books, or articles? (See [Appendix C](#) for suggested readings.) Will you interview professionals in the field, attend business meetings, or a community board meeting? What tasks, projects, or assignments will you complete? Who are the people you will consult and what resources (written, verbal, etc.) will you utilize? Is there a discussion board you can contribute to?

3. **Identify types of evidence.** What evidence will best support that you have met your learning goals? You may want to keep a portfolio of evidence that supports your learning, also known as a “kudos file.” Examples include a journal in which you regularly record your observations, activities, reflections and analyses, noting ways that your high-impact experiences facilitate your learning goals; samples of your work produced on the job; records of internship-related meetings and events; as well as post-internship papers and presentations. *Tip:* Plan to meet with your work supervisor to determine any proprietary issues—what you can and cannot share with others. Periodic “check-in” meetings with faculty sponsor/supervisor, work supervisor mid and final evaluations will help you track your progress.
4. **Identify evaluation measures.** How will your learning progress be evaluated and by whom? Your site supervisor will evaluate your progress made by the end of your internship. He/she will be asked to complete a final evaluation form for the Bush School. In addition, you may want to schedule a meeting with the supervisor or other colleagues who are in the best position to discuss your overall internship performance. Communication about your performance will help you identify who could serve as a reference for you later in your career and will help them provide meaningful evidence of your performance. Students completing a language immersion will not be evaluated by a site supervisor but will still need to plan how progress toward their learning goals will be measured, for example, through the language proficiency exam. Keep in mind that some learning may be more difficult to measure, but you should consider what you learned from the process, using self reflection as the way in which you will evaluate learning.

#### What will you submit?

First, complete and submit the [learning agreement worksheet \(Appendix D\)](#). At the end of the semester you will be asked to prepare a “debriefing” report that explains what you learned from the high-impact experience or practicum and how you progressed toward meeting the goals set in the learning agreement. See [Appendix E](#).

**When are the documents due?** The learning agreement is due **TBA**. The debriefing report is due **TBA**.

#### Where do you submit the documents?

Please submit your learning agreement (worksheet) and debriefing report to the appropriate Canvas assignment folder.

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