University Interdisciplinary Courses Committee
Alignment Form for Undergraduate UNIV Courses Shells

NOTE: All fields are required unless otherwise specified.
Completed forms are due by September 14, 2020
Please submit to Cheryl Galli (cheryl.galli@uconn.edu)

1. **Course Designation, Number and Name**
   For designation, indicate UNIV and then add course number and name.

   | UNIV 3991 - Interdisciplinary Internship Field Experience |
   | UNIV 3993 - International Study |

2. **Principal Contact Person** (Name, Phone Number, e-mail address, and title of the person who manages this course):

   | Name: Matthew Yates |
   | Phone: 860-486-3246 |
   | Email: matthew.yates@uconn.edu |
   | Title: Director of Education Abroad |

3. **Academic unit(s), and/or university unit(s) responsible for overseeing this course.**

   Education Abroad, Global Affairs

4. **Course Consistency:** Briefly describe how uniformly or how diversely this course is taught across sections. Explain what steps have been taken to ensure that all sections meet the course goals and learning objectives. (e.g. Explain how much leeway instructors have in their assignments or syllabi.)

   Education Abroad employs this course as a UConn alignment for internship programs (in-person and virtual) taught in/from London. We will expand internship placements to Dublin, Prague, Madrid, and Paris in Spring 2021. Although the placements (UNIV 3991) vary greatly from location to location (ranging from art history to communications to marketing), the reflective seminar (UNIV 3993) is currently taught by one instructor based in London. We have asked the UICC to review the course syllabus when our London partner hired a new instructor or we deployed the online modality to ensure consistency across these variations.

5. **Course Subtitles:** Please attach a list of all subsections of the course that were offered in the current academic year.

6. **Syllabi:** Please attach a sampling of syllabi from three different course instructors. If this course is offered at any regional campuses, please include at least one syllabus from a regional instructor.
Course Instructor: David Hopper

Email: david.hopper@live.com

Office Hours: By appointment

Class Dates and Times:

Class One
Class Two
Class Three
Class Four
Class Five
Class Six
REFLECTIVE LEARNING SEMINAR

COURSE DESCRIPTION:

‘We live in a complex, interconnected, co-created world, and in order to better understand and tackle individual and organizational issues, we have to take into account the different systems and contexts that mutually influence one another’


This course introduces participants to a range of reflective practice theories, activities and tools designed to support them in critically reviewing their online internship experiences which they undertake with business, charities or public sector organisations in London.

The taught component of the course invites students to reflect critically on course theory and to engage in live discussion regarding professional competencies including inter-cultural communication, health and wellbeing in the workplace, continuous professional development, networking, professional integrity and accountability. Assignments take the form of reflective journals, video presentations and the completion of reflective tools such as Critical Incident Analysis: providing students with both a detailed record of their online internship activities as well as an opportunity to underline key professional learning from the experience.

Students are asked to work collaboratively with their peers over the course of the semester through the development of their own online ‘Community of Practice’. Through collective investigation of weekly required reading as well as one another’s online-internship experiences, it is hoped students will gain professional insights that may not have been arrived at working autonomously.

AIMS

The course aims to:

Support you in developing a critical understanding of reflective practice theory and the practical application of reflective practice tools and techniques in professional contexts;

Involve you in the life-cycle of a Community of Practice from inception to closure with your peers on the course; develop a clearer understanding of the challenges and opportunities that membership of such groups facilitates;

Enhance your self-awareness regarding your ability to support and collaborate effectively with others and become more accountable for facilitating your own learning and professional development;

Develop your awareness of your professional strengths, the professional challenges experienced by those working in your internship field and areas of your professional practice that would benefit from ongoing development.

LEARNING OUTCOMES

By the end of this course, it is hoped that you will have:

• Acquired a critical understanding of the theory and practical application of a range of reflective practice theories and techniques;

• Acquired theoretical and first-hand knowledge of the life-cycle of a Community of Practice;

• Acquired increased self-awareness regarding your key professional competencies and identified areas of your professional practice for further development;

• Acquired a range of skills for supporting and collaborating effectively with others in professional and academic settings;

• Acquired knowledge of the breadth of professional challenges that exist for those working in your internship field and developed strategies that support your ongoing professional development;

• Identified the critical learning from your online-internship in London and be able to articulate this effectively to a range of audiences.
COURSE OVERVIEW—FALL 2020:

<table>
<thead>
<tr>
<th>CLASS ONE</th>
<th>Online Class (Date TBC)</th>
<th>Introduction to Reflective Practice Theory Students Introduced to Online Community of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASS TWO</td>
<td>Online Class (Date TBC)</td>
<td>Professional Values Assignment: Professional Values Paper set at end of class</td>
</tr>
<tr>
<td>CLASS THREE</td>
<td>Online Class (Date TBC)</td>
<td>British and International Work Culture Assignment: Comparison of Home Culture and the London Workplace set at end of class; CIA Assignment</td>
</tr>
<tr>
<td>CLASS FOUR</td>
<td>Online Class (Date TBC)</td>
<td>The Personal and the Professional Assignment: Critical Incident Analysis Due in at Start of Class CIA Review Paper set at end of Class</td>
</tr>
<tr>
<td>CLASS FIVE</td>
<td>Online Class (Date TBC)</td>
<td>Networking Strengths Assignment: Networking Strengths Paper set at end of class</td>
</tr>
<tr>
<td>CLASS SIX</td>
<td>Online Class (Date TBC)</td>
<td>Culmination: Assignment: Individual Learning - Video Presentation</td>
</tr>
</tbody>
</table>

METHOD OF ASSESSMENT

<table>
<thead>
<tr>
<th>Attendance and Participation - Contribution to Online Classes &amp; Online Community of Practice (Graded):</th>
<th>30%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Values Class Paper (S/U):</td>
<td>2.5%</td>
</tr>
<tr>
<td>Cultural Comparison Paper (S/U)</td>
<td>2.5%</td>
</tr>
<tr>
<td>CIA Assignment (Graded)</td>
<td>30%</td>
</tr>
<tr>
<td>CIA Review Class Paper (S/U)</td>
<td>2.5%</td>
</tr>
<tr>
<td>Networking Strengths Class Paper (S/U)</td>
<td>2.5%</td>
</tr>
<tr>
<td>Individual Learning Video Assignment (Graded)</td>
<td>30%</td>
</tr>
</tbody>
</table>

Attendance and Participation – Contribution to Online Classes & Online Community of Practice

Percentage of Total Marks: 30%

Participation in online classes will be graded according to the assessment criteria of the University of Connecticut (see Appendix IV below). The assessment criteria are clear that quality participation is expected. Attendance at all sessions in the online course schedule is necessary for participation. Being present in online classes does not automatically accredit students to participation.

The regularity and quality of your contributions to online classes and the Online Community of Practice will be combined in support of your participation grade for the course.

Professional Values Paper S/U

Word Minimum: 800  
Submission Method: By email to David Hopper  
Percentage of Total Marks: 2.5%

"Values represent the standards by which behavior is evaluated".  
Ferraro (2006)

This paper asks you to reflect on the professional values that you believe have the biggest influence on your workplace behavior and summarize the influences and experiences that have led you to select these values over others. It concludes with a literary review of your chosen value, with the aim of providing you with a clear understanding of the usefulness of your chosen value to your ongoing professional practice. Please make use of the following questions to structure your paper:

1. What professional value/s has/have the biggest influence on how you behave in the workplace?
2. To what degree have social and cultural influences and/or previous academic or professional experiences shaped your value selection?

3. With reference to at least two academic sources, evaluate the usefulness of your chosen value to your professional practice in your intended career

**Cultural Comparison Class Paper**

Word Minimum: 500  
Submission Method: Posted to Online Community of Practice Folder  
Percentage of Total Marks: 2.5%

In this paper you will be asked to evaluate the key differences and similarities that you believe exist between the work culture of your permanent country of residence and the work culture of the organisation you are undertaking your London online internship with. It is expected that students will make effective use of cultural theory and associated models to structure their response to this paper.

The paper should be posted to the Online Community of Practice folder prior to the start of Class 4. Students are encouraged to read and comment on the papers submitted by their peers on the course in support of their participation grade.

**Critical Incident Analysis Assignment**

Word Minimum: 800  
Submission Method: Emailed to course instructor (date and time TBC)  
Percentage of Total Marks: 30%

*The vast majority of critical incidents, however, are not at all dramatic or obvious: they are straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis.*  
*(Tripp, 1993: 24-25)*

In this assignment you are asked to critically examine an incident you have experienced through your online London internship. When writing this paper, you will find useful Guidance in Writing a Critical Incident Analysis in Appendix I of this course handbook.

**CIA Review Class Paper**

Word Minimum: 500  
Submission Method: Posted to Online Community of Practice Folder  
Percentage of Total Marks: 2.5%

Following the submission of the CIA Assignment, you will be emailed three or four of your peers CIA Papers.

On receipt of the CIA Papers, you will be asked to read through these and to then produce a 450-word (minimum) CIA Review Class paper. The paper will take the form of a thematic analysis of the CIA papers issued to you, which should seek to identify commonalities and any other notable insights from your online internships in London.
Your completed CIA Review paper should be posted into our shared Community of Practice folder.

In support of your participation grade for the course, you are encouraged to read through and comment on the CIA Analysis papers submitted by your peers.

**Networking Strengths Paper**

**Word Minimum:** 500 Words  
**Submission Method:** Posted to Online Community of Practice Folder  
**Percentage of Total Marks:** 2.5%

**Following Class Five you will be asked to:**
1. Complete an online Big 5 Personality Dimensions questionnaire.  
2. Complete the required reading which will be uploaded to Dropbox at the end of the online class  
3. Using your questionnaire data and with reference to the required reading, produce a 450-word (minimum) Class-Paper which summarises your networking strengths and areas for further development.

The web-link to the Big 5 Personality Dimensions questionnaire and the required reading will be uploaded to our class Dropbox immediately following the online class.

The Class-Paper should engage directly with your questionnaire results for each of the five dimensions and demonstrate a clear understanding of the two required readings that support this class-paper.

**Individual Learning Video Presentation**

**Time Limit for Video:** 4 Minutes  
**Submission Method:** Posted to Online Community of Practice Folder  
**Percentage of Total Marks:** 30%

You will be asked to record an individual learning video presentation class which will be shown during the final class of the semester.

**Q. What has been the key learning from your London online-internship and what aspects of your professional practice will you be seeking to improve on moving forward?**

**The requirements for all presentations include:**
- Your name, and a very brief reference to the name of the organization you completed your online internship with and your role there;  
- Your answer to the presentation question which should account for the majority of the time available;  
- Some reference to class theory or reputable theory that has been independently researched and effectively supports your answer to the presentation question;  
- The inclusion of a bibliography

PowerPoint, Prezzi and other visual aids may be used in your video at your discretion. All presentations must be uploaded to the shared folder prior to the start of this class to avoid unnecessary delays on the day.
Each presentation:

- Should be timed to ensure it neither exceeds nor is significantly shorter than the stated time limit of four minutes;
- Will be graded according to the inclusion of the above requirements.

NB: The criteria and rationale for grading these assessments is the standard University of Connecticut grading as explained in Appendix II of this course handbook.
# DETAILED COURSE OUTLINE

## Class One: Introduction to Reflective Practice Theory

<table>
<thead>
<tr>
<th>Overview</th>
<th>This first session will introduce the course (aims, learning outcomes, assessment and readings). The session will also be a chance for group introductions and to discuss previous experiences of learning in groups, continuous professional development or engagement in reflective practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time</td>
<td>TBC</td>
</tr>
<tr>
<td>Discussion Focus</td>
<td>What is reflective practice? What is a community of practice?</td>
</tr>
</tbody>
</table>

## Class Two: Professional Values

<table>
<thead>
<tr>
<th>Overview</th>
<th>In this session students will examine perspectives on professional values and complete activities examining professional integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp;Time</td>
<td>Wednesday the 12th of February – 10.30am-1.30pm</td>
</tr>
<tr>
<td>Discussion Focus</td>
<td>What are professional values? What are the professional values of those working in the business, finance and economics fields?</td>
</tr>
<tr>
<td>Assignments</td>
<td>Professional Value Class Paper set at end of session</td>
</tr>
</tbody>
</table>
# Class Three: British Work Culture

**Overview**
In this session students will examine perspectives on British work culture and values in relation to prior work, internship and/or volunteering experiences. A theoretical introduction to cultural dimensions will lead into discussion work and practical activities for students regarding their experience of their online internships in London.

**Date, Time & Location**
TBC

**Discussion Focus**
British Work Culture/ Cross-Cultural Comparisons

**Required Reading**

**Assignments**
- Cultural Comparison Class Paper set at end of session
- CIA Assignment set at end of session

# Class Four: The Personal and the Professional

**Overview**
In this session students will be asked to reflect on and discuss their first impressions of their student internships as well as exploring theoretical perspectives on health and well-being in the workplace.

**Date, Time & Location**
TBC

**Discussion Focus**
Reflection and discussion regarding online internship experiences/ health and well-being in online contexts/ discussion around personal and professional boundaries/ coping strategies

**Required Reading**

**Assignment**
- CIA Review Class Paper set
### Class Five: Networking Strengths

**Overview**
Input and introductory discussion on professional networking & introduction to the Big Five Personality Dimensions.

**Following the Class Students will be asked to:**
1. Complete an online Big 5 Personality Dimensions questionnaire.
2. Complete the required reading which will be uploaded to Dropbox at the end of the online class.
3. Using your questionnaire data and with reference to the required reading, produce a 500-word (minimum) Class-Paper which summarises your networking strengths and areas for further development.

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>TBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Focus</td>
<td>Networking definitions, terminology,</td>
</tr>
<tr>
<td>Assessments Due</td>
<td>Networking Strengths Class Paper</td>
</tr>
</tbody>
</table>

### Class Six: Culmination

**Overview**
In this class students will be asked to provide a video presentation summarising their learning from their online internship in London.

The session will conclude with an opportunity for students to reflect on their shared learning and their experience as a Community of Practice.

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>TBC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Individual Learning Video Presentation due before the start of class</td>
</tr>
</tbody>
</table>
REFERENCING GUIDELINES
It is crucial that students reference the sources of all information used in their short papers and exam. There are several conventions regarding the formatting of reference lists (bibliographies/works cited). It is suggested that students adhere to the prescribed format of the University of Connecticut.

NB: in contrast to books and journals, information published on the web is not necessarily reviewed or monitored by respected specialists. It is therefore particularly important that students ‘decipher’ the short form of any web address and state the full name of the organisation/person maintaining the referenced web site. For example: do not just quote a site as http://www.history.ac.uk/cmhlondonjournal/ but find out and state in your reference that this web site is maintained by ‘The London Journal.’ The need to give your readers complete information about the source of your information requires that you take this extra step.

STUDENT ACADEMIC MISCONDUCT
Academic misconduct is dishonest or unethical academic behaviour that includes, but is not limited to, misrepresenting mastery in an academic area (e.g., cheating), intentionally or knowingly failing to properly credit information, research, or ideas to their rightful originators, or representing such information, research, or ideas as your own (e.g., plagiarism). Students’ responsibilities with respect to academic integrity are described in Responsibilities of Community Life: The Student Code (The Student Code).

Submission of work
Late submission of coursework can only be sanctioned by Anglo Education Services (AES) Vice President for Academic Affairs, Dr Leslie Zweigmann PhD, and late submission will only be granted in the following cases:

Serious illness or injury verified by a doctor’s certificate for a period of time (normally in excess of a week). On receipt of such certification AES will discuss with the student what should be done, and can sanction a maximum late submission period. It is a requirement that AES inspects the doctor’s letter of certification/certificate. In all other cases where illness has been minor and has not required seeing a doctor to be signed off sick, a late submission cannot be sanctioned.

Serious personal/family trauma: this would be a significant event that would require the student to be away from the UConn in London programme for a substantial period of time. As before, late submission of coursework can only be sanctioned upon receipt of documentary evidence to explain or support this serious event, with an indication of the time-period within which the student is likely to be significantly impaired by the event.

Continuing conditions or trauma: in such instances students are strongly advised to talk in confidence to AES staff in London who would decide if it would be appropriate to organise a schedule of late submissions.

In all other circumstances, such as computer failure and having a cold for a few days, late submission of coursework will NOT be accepted and will be subject to a penalty of 5% deducted from the grade awarded for each day accruing from the coursework deadline.

METHODS OF INSTRUCTION:
The course comprises:
• Online classes
• Graded assignments
• Class Papers for completion following online classes
• An online ‘Community of Practice’ shared Dropbox folder where students access required reading and other resources. Students are encouraged to comment on required reading online with further opportunities to reflect on one another’s internship experiences as the semester progresses.
READING MATERIAL:
Material that students are required to read before lectures and seminars will be distributed to them by email for their first class and then via a shared Dropbox folder.
# DETAILED COURSE OUTLINE

## Class One: Introduction to Reflective Practice Theory

<table>
<thead>
<tr>
<th>Overview</th>
<th>This first session will introduce the course (aims, learning outcomes, assessment and readings). The session will also be a chance for group introductions and to discuss previous experiences of learning in groups, continuous professional development or engagement in reflective practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Time &amp; Location</td>
<td>Wednesday the 22nd of January - 10.30am-1.30pm</td>
</tr>
<tr>
<td>Discussion Focus</td>
<td>What is reflective practice? What is a community of practice?</td>
</tr>
<tr>
<td>Reflective Practice Activities</td>
<td>Participant-Observation Exercise/ Base-lining</td>
</tr>
<tr>
<td>Assessments Due</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Class Two: British Work Culture

<table>
<thead>
<tr>
<th>Overview</th>
<th>In this session students will examine perspectives on British work culture and values in relation to prior work, internship and/or volunteering experiences. A theoretical introduction to cultural dimensions will lead into discussion work and practical activities for students regarding their approach to their student-internships in London.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date, Time &amp; Location</td>
<td>Wednesday the 5th of February -10.30am-1.30pm</td>
</tr>
<tr>
<td>Discussion Focus</td>
<td>British Work Culture/ Cross-Cultural Comparisons</td>
</tr>
<tr>
<td>Reflective Practice Activities</td>
<td>Culture and the Workplace Activity</td>
</tr>
<tr>
<td>Assessments Due</td>
<td>N/A</td>
</tr>
</tbody>
</table>
## Class Three: Professional Values

### Overview
In this session students will examine perspectives on professional values and complete activities examining professional integrity.

### Date, Time & Location
Wednesday the 12th of February – 10.30am-1.30pm

### Discussion Focus
What are professional values? What are the professional values of those working in the business, finance and economics fields?

### Required Reading

### Reflective Practice Activities
Professional Values Activity/ Conscious Competency Grid

### Assessments Due
N/A

**ASSESSMENT SUBMISSION DEADLINE: 10.00pm on Tuesday the 18th of February**
Submission of Professional Values Assignment by email to Dave Hopper by 10.00pm

## Class Four: The Personal and the Professional

### Overview
In this session students will be asked to reflect on and discuss their first impressions of their student internships as well as exploring theoretical perspectives on health and well-being in the workplace.

### Date, Time & Location
Wednesday the 19th of February – 10.30am-1.30pm

### Discussion Focus
Initial internship experiences/ health and well-being in the workplace/ personal and professional boundaries/ coping strategies

### Required Reading

### Reflective Practice Activities
Novaco Anger Scale/ Scenario work

**W/C Monday the 2nd of March - UConn in London Mid-Term Break**

**W/C Monday the 9th of March - Students Commence their Internships**

**ASSESSMENT SUBMISSION DEADLINE: 10.00pm on Monday the 16th of March**
Submission of CIA Assignment by email to David Hopper by 10.00pm
### Class Five: Critical Incident Analysis Seminar

**Overview**

In this session students will participate in a Critical Incident Analysis activity in groups. Students will be asked to prepare and discuss their Critical Incident Analysis from their London internship with their peers in groups and present back on their learning.

**Date, Time & Location**

Tuesday the 17th of March - 6.00pm-9.00pm

**Discussion Focus**

Students are encouraged to provide additional perspectives on one another’s critical incidents. They will be asked to summarise learning and reflect on their effectiveness as a community of practice.

**Required Reading**

Students are asked to read widely and seek out reputable academic texts in the selection of the theory they include in the CIA assignment

**Reflective Practice Activities**

CIA Seminar

**Assessments Due**

N/A

### Class Six: Action Learning Seminar

**Overview**

In this session students will be introduced to the theory behind Action Learning and participate in a simulated Action Learning Set activity. Time will be included at the end of the class to conduct a thorough evaluation of the activity

**Date, Time & Location**

Friday the 27th of March – 10.00am- 1.00pm

**Discussion Focus**

Evaluation of Action Learning process

**Required Reading/Preparation**

**Important:** students are asked to prepare a real, time-sensitive and actionable professional issue for this session using guidance from the UConn in London Action Learning Guide


**Reflective Practice Activities**

Action Learning Set

### Class Seven: Articulating Learning

**Overview**

In this class students will be asked to deliver an individual student presentation to their peers on the course.

**Date, Time & Location**

Wednesday the 8th of April – 6.00pm- 9.00pm

**Assessments Due**

Individual Student Presentations to be delivered in class
APPENDIX I

UNIVERSITY OF CONNECTICUT IN LONDON

WRITING GUIDANCE FOR CRITICAL INCIDENT ANALYSIS

Critical incident analysis was first developed in order to understand pilot errors in flying aircraft (Flanagan, 1954) and subsequently used in researching safety in anaesthesia (Cooper, Newbower, Long and McPeek, 1978; Craig and Wilson, 1981).

However, critical incidents need not involve a high risk or potentially dangerous situation. Despite a lack of consensus in the literature as to what critical incident analysis is (Minghella and Benson, 1995), perhaps the most influential writer on this topic is David Tripp (1993) who notes that:

*The vast majority of critical incidents, however, are not at all dramatic or obvious: they are straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis.*

(Tripp, 1993: 24-25)

The incident you choose to critically analyse does not need to be dramatic and could be almost anything that has piqued your professional curiosity at your London internship. Some shortened examples of incidents that have been critically analysed by previous UConn students include:

- Being asked to do something unfamiliar
- Noticing something unusual about British work culture
- Lacking confidence in their professional abilities
- Witnessing professional disagreements or being embroiled in one
- Feeling unmotivated
- A workplace miscommunication

By critically analysing an incident from your London internships, it is hoped that you will be able to generate pertinent professional questions specific to you. A list of some of the questions students have previously sought to answer through their critical incident analysis are included below:

- How can I improve my decision-making abilities/professional judgment in the workplace?
- How effective is my approach to the workplace compared to others?
- What is the relationship between confidence and competence in the workplace?
- How can I make mistakes and can avoid repeating them
- What makes some work tasks more rewarding than others?
- How can I deal more effectively with pressure and expectation?
- What do I really value in the workplace and what do my colleagues value?
- What aspect of my professional development is in greatest need of attention?

A Guide to Structuring Your Critical Incident Analysis

Critical Incident Analysis is a highly methodical method of reflection and is divided into five distinct sections for clarity. An outline of what you need to include in each section is described below:

<table>
<thead>
<tr>
<th>Section One: A succinct description of the incident you will be critically analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td>- A highly succinct (approx. 20-40 words) description of an incident you have observed or were involved in. The description should set the scene (e.g. “Whilst interning at Barclays Bank…”) and provide a clear focus for further discussion (“…I was asked to undertake a technical task using STATA software that I was unfamiliar with”).</td>
</tr>
<tr>
<td>This section should be objectively composed and all thoughts, feelings and responses should be reserved for section two. It should be limited to one specific moment in time rather than a series of events that take place over an extended period of time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Two: Thoughts, Feelings and Responses on the Incident</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Your thoughts and feelings at the time of the incident;</td>
</tr>
<tr>
<td>- The responses of key individuals present during the incident. If not known, please include what you think these might have been.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Three: Learning and Areas for Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What has reflecting on this incident taught you about yourself, relationships with others, professional competencies, or the role of organizational policies and procedures?</td>
</tr>
<tr>
<td>- In what ways has analysing this incident resulted in changes in how you might think, feel or act in similar situations;</td>
</tr>
<tr>
<td>- What learning needs have you have identified as a result of this incident and where you will be focusing your wider research for section four?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Four: Wider Research and Final Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- You should critically analyse at least one academic source that relates to the learning needs you identified in section 3 and provides further insight into your professional practice.</td>
</tr>
<tr>
<td>- Please be sure to include a fully referenced quote;</td>
</tr>
<tr>
<td>- Please conclude this section with an explanation of how your view the incident has changed as a result of critically analysing it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section Five: Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Please ensure you list any academic titles, journals or online resources accurately</td>
</tr>
</tbody>
</table>
APPENDIX II

UNIVERSITY OF CONNECTICUT IN LONDON

University of Connecticut Grading Scheme

You may wish to assign number grades and/or letter grades to individual assignments. Either or both are fine. Please provide an overall letter grade for each student at the end of the course, along with a full numerical breakdown of the marks assigned.

The grade boundaries used at UConn in London are as follows:

A 93-96
A- 90-92
B+ 87-89
B 83-86
B- 80-82
C+ 77-79
C 73-76
C- 70-72
D+ 67-69
D 63-66
D- 60-62
F Below 60

University of Connecticut guidelines on levels of attainment

A grade of "A" in a course indicates exceptional mastery of the course's objectives in both knowledge and skills. While a grade of "A" may not symbolize perfection, it does indicate that the student has demonstrated consistently high standards of commitment, clarity, and application. Typically, the "A" grade further signifies a student's creativity, insight, and breadth of comprehension. The A grade denotes exceptional performance, and should be reserved for those whose work is in fact exceptional.

A grade of "B" in a course indicates solid mastery of the course's objectives in both knowledge and skills. Further, the "B" grade indicates a student's facility with analyzing course material and his clarity in expressing that facility although he may not demonstrate the depth and breadth of comprehension that merits the "A" grade, regardless of the amount of time spent on a specific assignment. The B suggests a strong understanding of the course material and the ability to do the work of the course, including writing, to a high standard.
A grade of "C" in a course indicates competent mastery of the course's objectives in both knowledge and skills. A student who earns a "C" should feel reasonably confident about his ability to move on to the next course in a sequence within a discipline or about his facility with the course's objectives. For some students, a grade of "C" may represent significant intellectual growth; for others, only modest growth. In any case, the C suggests an acceptable level of understanding and analysis of the course material.

A grade of "D" in a course indicates less-than-competent mastery of the course's objectives in knowledge and skills. Usually the student has made some effort to engage the work of the course but has made little progress and demonstrated little real understanding of the skills and information the course seeks to elucidate. It should be remembered that students who receive a grade of D do receive credit for the course and may move on to other courses in the discipline. If performance does not warrant this, the student should receive a grade of F.

A grade of "F" in a course indicates insufficient mastery of the course's objectives in knowledge and skills. The grade of "F" is not meant to discourage students about their academic work, but rather to afford them an accurate appraisal of their performance. Students would not be well served to receive a "passing" grade only to discover later that they lack the information and/or skills necessary to proceed to the next level of a discipline. The F suggests that a student would need to repeat the class in order to be prepared to move on.

Because the grades described above still include a range of performance levels and because grades need to be seen, in part, as gauges to future achievement, teachers use the plus (+) and minus (-) to further refine their grades, indicating how close a student's performance comes to the adjacent levels.

In cases of partial work, credit must be lost for work not completed. A few assignments, even if completed to a very high standard, do not suggest full mastery of the course material as they do not cover all of the course material. The student's work, not his/her perceived potential or inherent ability, must be the basis for the grade.
Essay marking: general guidelines for students

Essays will be marked with respect to the complexity of the ideas pursued, the detail and sophistication of the engagement with the sources used and the skill with which the essay is actually written.

A-range papers will offer a sophisticated argument that goes well beyond standard generalizations. This argument will not only be supported by the sources but will actually illuminate key ideas, debates, and a full range of relevant detail. These papers will begin with a clearly, even eloquently presented thesis and proceed, in elegant and grammatically sound prose, to develop this argument. Transitions will be carefully marked through strong topic sentences for each paragraph and the conclusion will be engaging, not simply a repetition of the thesis, but a demonstration and measured assessment of its implications. Sometimes a paper will make it into the lower end of the A-range if there are some rough edges but the argument is unusually sophisticated or adventuresome.

B-range papers will offer an interesting and clear thesis in clear, grammatical prose. They will demonstrate argumentative control, developing the thesis with well-chosen evidence from the sources. Papers which are extremely well-written and clearly argued but which offer tame or predictable arguments will fall in this range, as will papers which are more intellectually adventurous but lose argumentative control.

C-range papers will offer a weak or uncertain thesis. They may be very general, showing little direct engagement with the ideas and information presented by its sources. Or they may be of the “laundry list” kind, asserting several points and demonstrating that these are true without ever establishing any substantial connection between them. Papers with a reasonable thesis, but which completely lose argumentative control, will be in this range.

D-range papers will be vague and scattered, without a distinct argument or thesis. The prose will be convoluted and characterised by spelling and grammatical errors, which significantly obscure meaning. These papers will not demonstrate a clear understanding of the requirements of the assignment.
# Class Participation: General Guidelines for Assessment

<table>
<thead>
<tr>
<th>Grade</th>
<th>Discussion</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Excellent</strong>: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.</td>
<td>Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.</td>
</tr>
<tr>
<td>B+ to A-</td>
<td><strong>Very Good</strong>: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.</td>
<td>Has done most of the readings; provides competent analysis of the readings.</td>
</tr>
<tr>
<td>B- to B</td>
<td><strong>Good</strong>: frequent contributor; has basic grasp of key concepts but little original insight; comments/questions are of a general nature.</td>
<td>Displays familiarity with some readings, but tends not to analyze them.</td>
</tr>
<tr>
<td>C Range</td>
<td><strong>Rather Poor</strong>: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.</td>
<td>Displays familiarity with few readings; rarely demonstrates analytical thought.</td>
</tr>
<tr>
<td>D/F</td>
<td><strong>Poor</strong>: rarely speaks; merely quotes text or repeats own comments or those of others.</td>
<td>Little to no apparent familiarity with assigned material.</td>
</tr>
</tbody>
</table>
AES Online Internship: London

Fall Semester 2020

includes variable hours per week in a virtual internship placement

Instructor: Roland Bushell rolandbushell@live.co.uk

COURSE HANDBOOK

CONTENTS

Course Description & Overview 2
Course Policy, Objectives and Outcomes 2-3
Methodology & Assessment 4
Assignments 5-7
Course Outline & Weekly Schedule 8-9
Course Description

The online internship support module offered by AES is a unique educational experience that gives you the opportunity to apply a carefully constructed support programme to your workplace experience and the social environment of the host culture, whilst also developing your professional skills and earning academic credit.

The course is a forum for you to contextualize and discuss the wider significance of your internship activities: we will therefore use a variety of formats in the regular online meetings which will include lecture, discussion, presentations, and workshops. Above all, the meetings are designed to give you the unique opportunity to listen to what one another are doing, compare and contrast your activities with others and consider the ways in which your activities connect with the wider context of the London employment ecosystem.

Specifically, we will examine a number of key issues and consider how they operate in London and in the wider global community.

- The post-Covid 19 workplace
- Evolving technologies and their impact on work practices and areas of opportunity
- Social Justice
- Multiculturalism - specifically the influence of the BLM movement
- Media and Politics
- Gender and the Workplace

Course Overview

- The course is designed to complement your internship experience by exploring contemporary issues within the scope of the internship allied to the specific range factors associated with each individual student`s major.
- It is, necessarily, a medium by which the subjective and the objective must be accommodated. As such the course puts a great deal of emphasis on analysing the nature of the experience in relation to the expectations of each individual student.

Course Policy and Requirements

- The work that you perform on site should be viewed as a source academic fieldwork for the journal notes that you submit. Whilst job performance, attendance and attitude are all important, it is the written work, presentations and participation in Focus Seminars and class discussion which account for the greatest portion of the grade.
- The course (seminars, lectures, activities and written work) carries the internship credit on your transcripts under two UConn courses:
  - UNIV 3991 - Interdisciplinary Internship Field Experience (one to six credits)
  - UNIV 3993 - International Study (one credit)
- For UNIV 3991, you will receive one credit for every forty hours of internship work completed, from a minimum of forty (one credit) to a maximum of two-hundred and forty (six credits).
- All students must be participating in an AES internship placement to participate on the course.

Course Objectives
This course is designed to build, develop and document your analytical and critical thinking skills about the internship experience, and through participation, evaluate your own contribution in context.

You will be provided with tools and theory to understand the practices of the British workplace and cultural environment so that you can then compare these with the US workplace and culture.

Through attending the online Seminars, participating in class discussion, and applying the relevant readings and activities, you will learn about the context of the society and culture where you are interning.

You will demonstrate a deeper understanding of the host work culture by completion of assignments that complement the discussions and lectures on the workplace and culture.

### Learning Outcomes

At the end of the course you should have been able:

- To apply the skills obtained from your internship role and to evaluate the contributions you have made to daily operations in the organisation
- To gain in-depth knowledge of the organisation in which you work, and to reflect analytically on this in both oral and written reports
- To develop the ability to think logically and critically
- To develop skills to live and work in a globalised environment and multicultural society
- To understand the degree to which the pandemic and more recent socio-cultural forces are impacting the workplace

### Developmental Outcomes

Throughout the course and your internship experience you should demonstrate:

- responsibility & accountability
- independence & interdependence
- goal orientation
- self-confidence
- resilience
- appreciation of differences
Methodology

1. **YOUR INTERNSHIP** provides you with a unique opportunity to learn by active participation at your host organisation in order to develop your vocational skills and aptitudes, critical analytical skills, and assist your future professional development. You will be able to develop your self-confidence and your own ability to practice leadership in your workplace, as well as analyse your organisation’s contribution to wider British society and economy. You will also be able to create and develop a network of international contacts to assist your future professional development.

2. **THE ACADEMIC COURSE** is intended as a forum for you to connect the work which you are doing at your internship with its broader social and cultural context, and also to consider the ways in which your work activities reveal the nature of London’s social and cultural – especially workplace - dynamics. There will therefore be a mixture of lecture sessions, group discussions of internship experiences and presentations, as well as reflective writing through field notes. The seminar sessions allow you to participate actively in debate and to interact with your colleagues and peers, whilst student presentations give you the opportunity to showcase your achievements and share your research findings.

3. The bi-weekly meetings throughout the programme are effected by Google Meetings, or one of the many alternative video conferencing media widely available today. Full information concerning all procedures will be released during orientation. Please note that the nature of the online element to your programme will require each participant to ensure they have made provision for each meeting and that appropriate arrangements are made to ensure the meetings are conducted in a professional manner. Faculty reserve the right to terminate connections if minimum standards are not observed.

The course is interactive and collaborative and requires your active participation for you to get the best out of your virtual internship.

<table>
<thead>
<tr>
<th>Assessment/Grading Policy:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTICIPATION IN CLASS DISCUSSION</strong></td>
</tr>
<tr>
<td><strong>INTERNSHIP PARTICIPATION &amp; PORTFOLIO</strong></td>
</tr>
<tr>
<td><strong>PRESENTATION</strong></td>
</tr>
</tbody>
</table>

You must complete all required components by the established deadlines. Late submission will incur a 5% per day penalty without the instructor’s prior approval of extension and may result in a grade of F for UNIV 3993. For UNIV 3991, you will receive a grade of Satisfactory/Unsatisfactory (S/U) on your transcript.
Assignment Elements

- Please note the assignments accounted for here are in addition to those required by the home institution.

Generic Grade Scale

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Alpha</th>
<th>UK</th>
<th>US</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>75+</td>
<td>95+</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>70-74</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>Good</td>
<td>B+</td>
<td>66-69</td>
<td>86-89</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>63-65</td>
<td>83-85</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>B-</td>
<td>60-62</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>Average</td>
<td>C+</td>
<td>56-59</td>
<td>76-79</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>53-55</td>
<td>73-75</td>
<td>2.0</td>
</tr>
<tr>
<td>Below Average / Poor</td>
<td>C-</td>
<td>50-52</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>D+</td>
<td>46-49</td>
<td>66-69</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>40-45</td>
<td>60-65</td>
<td>0.7</td>
</tr>
<tr>
<td>Fail</td>
<td>F</td>
<td>&lt;40</td>
<td>&lt;60</td>
<td>0.0</td>
</tr>
</tbody>
</table>

1. Weekly Journal & Internship Participation (25%)

*What is the weekly journal?*

Your weekly journal is your record of your experience, as well as a reference point for discussion of topics such as effective research strategies, the ethics and challenges of cross-cultural internships, post-covid 19 strategies and other contemporary issues.

You will maintain a weekly journal which should address the following:

- Your main activities and achievements at your internship
- Weekly summaries evaluating your performance that week, and wherever possible, your colleagues as well. Each week you will be expected to examine a theme from your programme and account for its relevance in context.
• Your personal experiences of the changing nature of the workplace and work activities as the consequences of the pandemic manifest themselves into a ‘new normal’ globally. Other contemporary pressures should be researched too. In particular the impact the BLM movement is having on the workplace, and just how technology may be changing...everything!

You should submit your notes to your instructor weekly by email attachment as a Word document. Your journal will be due weekly starting week two of the semester - they will not be graded at this stage, but may receive feedback and comments. You should write at least once a week, and they should be submitted in advance of class so that we can discuss your entries. You should aim for a couple of substantial paragraphs (c. 150-200 words) each week. Your field notes should be considered raw material which you may draw on for presentations and your final portfolio. Your cumulative, final journal will contribute, along with your site supervisor’s report, to your internship participation grade (25%).

2. Presentation: 10 minutes maximum per student (50%)

As well as writing about your chosen activities, you will have the opportunity to present on your experience to your peers. You will be asked, either singly or in groups, to showcase your internship placement and activities. These presentations are intended as a springboard for discussion. Your presentation should include, but is not limited to:

- a summary of your placement and the field in which it sits as well as its wider social, cultural and political context in the UK
- the work done by you and your organization during the semester
- an examination of one course theme as it relates to your workplace experience, drawing on relevant observations, course reading and wider research.

Student presentations will be assessed by how well you apply insights and contextual ideas from the course as well as the following criteria:

- Preparation and organisation
- Quality of content and analysis
- Quality of delivery, including timing
- Ability to generate effective discussion and class questions

An individual grade will be assigned to each presenter. Each student should speak for no more than 10 minutes. Please note that this time limit will be strictly enforced. Selected presentations may be chosen as participants in the Internship Fair which will take place in the final week of the semester, where you will have the opportunity to represent your activities and organisation to your peers and invited guests.

Please note presentations will be scheduled for weeks 5, 7 and 9. The timetable will be uploaded to your google docs folder in week 2.

3. Class Participation (25%)

In each seminar class you will be expected to summarise your research findings, and compare and contrast your experiences with your peers. You are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. We trust there will be a supportive and friendly atmosphere.

Class & online forum discussion will be assessed according to the following guidelines:
Grade | Discussion | Reading
--- | --- | ---
A range | Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion. | Obviously has completed all readings; intelligently uses resultant understanding to formulate comments and questions for the discussion.
B+ | Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings. | Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B- | Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature. | Displays familiarity with some readings and related concepts, but tends not to analyze them.
C range | Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways. | Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F | Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others. | Little to no apparent familiarity with assigned material or application to relevant experience.

**Program and Instructor Policies**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honour in his or her scholastic work and online class behaviour.
Programme Schedule

The 5 internship seminars will follow the following schedule. Do note though it may be necessary to change content subject to the needs of the group - if so all will be informed and the content record changed accordingly.

**Week 1: Introduction: Investigating the Workplace**

Introduction to the course & initial expectations
*Making the most of your experiences*
*Working in London - urban challenges*
*Introduction to investigative techniques*
*Ethical considerations*
*The pandemic and its impact*

**ASSIGNMENT:** Reading pack 1 in your google docs folder.

**Week 3: Leadership and Communication in the Workplace**

*Seminar discussion*
*Leadership* - what are the qualities of leadership that societies look for and value?

*Communication* - how does the host culture value different forms of communication, and how are challenges overcome?

We will examine styles of effective leadership in different contexts & consider the applicability of these ideas to your own placements. We will also consider the significance of diverse modes of communication (personal communication, media & web technologies) - what do we say & how do we say it? How do communication styles in the US & UK differ?

**ASSIGNMENT:** You should do the suggested *leadership style* activities this week

**Week 5: The post-covid 19 world**

Presentations and online discussion.

- Initial impressions, challenges & opportunities
- How the workplace has changed
- How work has changed
- Professional reflection & evaluation
Note: Refer to Google docs for video support for this seminar. Assignment: Reading pack 2 in google docs.

**Week 7: The Impact of Multiculturalism**

Presentations and online discussion

An examination of the changing context of the multicultural workplace in the context of the recent BLM protests. What evidence is there that change is happening? To what extent is this likely to be sustainable? What barriers and boundaries remain to be overcome?

**ASSIGNMENT: Reading pack 3 in google docs.**

**Week 9: Gender and the Workplace**

Presentations and online discussion

An examination of the continuing gap between earnings, evaluating the ‘glass ceiling’ effect, and studying the representation of women in job sectors, compared to the global market; what differences are perceived between employer attitudes to workers of different genders? How different is this in the US and the UK?

Good luck, and have a great internship experience!