The German/Russian 399R Internship Programs for BYU Online

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The German/Russian 399R Internship Programs for BYU Online

Sean Worsley

Design & Development Project Report
Instructional Psychology & Technology, Brigham Young University
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Purpose

The purpose of this project was to create a BYU Online Canvas course for the GERM 399R and RUSS 399R internship class. The initial request for this course came from the German and Russian Departments on BYU campus, and the main client was Dr. Adams (pseudonym), the professor in charge of these two internship programs. Dr. Adams requested a course redesign based on student data from the previous internship course which showed a decline in student satisfaction due to poor organization, difficult navigation, and the large quantity of homework. Additionally, Dr. Adams was persuaded by a large body of research that internship experiences should be more applicable for future career prospects.

Product Description

The end product consists of two courses (GERM 399R and RUSS 399R) housed within the Canvas learning management system (LMS). Aside from using different course media and language depending on the location, the two courses had essentially the same overall online design and content, as informed by learner analysis, qualitative interviews, and iterative prototyping. Due to the similar design the remainder of this paper will refer to them as a singular internship course.

The improved internship course provided easier navigation to weekly course assignments, and each clickable button on the homepage included a photo of a local landmark in the students' host country. Each assignment was vetted based on pre-existing data and an experiential learning framework was utilized, as well as various minimalistic design principles, to ensure relevance to onsite learning and usefulness for professional development. The final course had 13 modules: a launch-pad module, a module for each assignment (10 total), and two survey modules (mid-course pilot feedback and end of course pilot feedback).

Students encountered the 13 tiled modules on the home navigation page each time they logged into the course, and every assignment was only one or two clicks away from their homepage with minimal scrolling. The structure and content was developed as a direct result of the stakeholders’ desire for most of the assignments to be done onsite or through reflection assignments, rather than with online quizzes, tests or discussion boards. Though outside the scope of this project, data collected from the pilot midcourse survey showed improvements in every measured area, and the satisfied client has since reached out for help creating and editing other internship courses, as discussed in Outcomes.

The ten assignments were created and scoped to fit into four specific learning objectives that were developed with the German and Russian departments and Dr. Adams:
Specific Learning Objectives

1. **Network and develop work relationships in their target language and location.**
2. **Demonstrate verbal proficiency and understanding of the language of their chosen field.**
3. **Identify and understand key global competencies pertaining to their specific professional sphere.**
4. **Communicate and translate their internship work into a marketable experience for professional contexts.**

As seen from Figures 1 and 2 in Design Process assignments included time logs, reflections, vocabulary submissions, and professional interactions or networking opportunities. More details for each assignment can be found in Appendix E: Design Representations and Prototypes.

**Background and Justification**

The GERM/RUSS 399R internship course redesign grew out of two main things: (1) the foreign language departments' changing goals related to internships and (2) research about helping students develop professional language proficiency (Davidson, 2009; Riley, 2010). In accordance with these goals of the German and Russian departments, Dr. Adams sought to provide students with immersive work experience that would be applicable to future job opportunities. He also wanted participating students to have a catalog of reflections containing relevant communication skills and vocabulary upon finishing the internship to refer to if ever needed.

During Winter semester 2019, the German and Russian departments proposed a new version of their internship course that better aligned with these new goals. Because of the perceived practical benefits of the new program, 79 students signed up for the pilot internship to begin in early May of 2019.

The pilot internship was an 11-week program that launched in the Spring semester of 2019. As mentioned, the program request was in part a response to the general trend in BYU's Kennedy Center’s current immersion-type programs, including the Moscow, Baltic States, Berlin, and Chocolate Internships, which reflected a growing demand for highly proficient learners of foreign languages in corporations, non-government organizations, militaries, medical fields, diplomatic services, and more. Employers typically seek individuals who have extensive contact with a target language over a concentrated period of time along with practical work experience. See Appendix D: Consulting Products and Precedent for more information about the previous internship course that inspired the need for this course, where it succeeded, and where it fell short.
Design Process

The Figures below depict the final Canvas interface that students interacted with when logged into the course:

Figure 1. Homepage view of the GERM 399R internship course.
RUSS 399R integrates experiential learning in the form of an internship placement with foreign language instruction that applies pedagogical principles for Advanced-level learners. The course focuses on helping you recognize and develop four key global professional competencies: (1) foreign language proficiency (domain specific professional language), (2) intercultural awareness, (3) intercultural collaboration or teamwork, and (4) intercultural communication.

Figure 2. Homepage view of the RUSS 399R internship course.
Because the internship was an immersive experience where students arrived in foreign locations to learn and work for 11 weeks, an experiential learning model was chosen to frame the approach:

![The Experiential Learning Cycle](image)

*Figure 3. Model of the Experiential Learning Cycle (Eyler, J., 2009).*

Keeping this model in mind helped create a course that actively and intentionally provided material to enhance students’ onsite experiences, while emphasizing the importance of reflection assignments to help those experiences develop into applicable skills and lessons learned. Additionally, because of the departments’ goal to simplify the course and provide applicable on-site work and reflections, a secondary lens of minimalism was integrated.

The following three minimalistic principles guided the course design:

1. **All learning tasks should be meaningful and self-contained**
2. **Learners should be given relevant assignments quickly and consistently**
3. **Instruction should permit self-directed reasoning and improvising by increasing the number of active learning activities**
Applying an experiential learning model and minimalism principles to the project led to the following specific goals for the course, which were all eventually realized:

- Shift course focus to the students' onsite experience in their target language rather than at home on their chosen device working on assignments.
- Remove all superfluous assignments that fail to directly correlate to a course learning objective, or support the internship experience as being the paramount focus.
- Provide reflection assignments and encourage student application of onsite work experience.
- Simplify course navigation to alleviate unnecessary confusion when navigating the course and reduce the amount of time spent online altogether.
- Replace passive learning activities with active ones, including onsite interviews with various employers and professional development opportunities.
- Embed relevant media into the online coursework to help students feel a natural connection between the internship, the course, and the country.

The successful utilization of experiential learning principles and minimalist design theory resulted in the completed GERM 399R and RUSS 399R course that students first experienced in Spring 2019. The course is described in more detail below, where the reader can see further evidence of how these principles were applied.

For more information on the finalized course design, see Appendix E: Design Representations and Prototypes.

Planning

One hour meetings with the client and rotating stakeholders occurred every Tuesday in Dr. Adams's office beginning January of 2019. Initial discussions with clients and stakeholders resulted in the following project requirements:

- Allow students to easily access coursework on Canvas without overwhelming them with cognitive overload.
- Provide various course prototypes for teacher and teaching assistants to navigate.
- Attend meetings with prepared formative iterations of the product to get notes on adjustments or enhancements.
- Change the course design from a modular view to something more aesthetically pleasing.
- Find a homework balance—how much is too much? How much is too little? Explore possibilities of adding, editing, or removing redundant assignments altogether.
- Give students opportunities to practice vocabulary, professional skills, and maintain a time log.
- Enhance the course with enriching media content.
Analysis

The analysis phase of the project included a learner and environmental analysis. The learner analysis was completed using quantitative and qualitative data gathered from 173 previous interns, and influenced the initial course design. The environmental analysis similarly uncovered important opportunities for course development in terms of technology, content, and structure. Additional detail and implications of both analyses continue below.

Learner Analysis

While conducting the learner analysis, the following data was gathered from last year’s German and Russian internship program:

![Graph explaining demographic data found in Learner Analysis.](image)

The data from 173 students included demographic data that indicated participants were predominantly single women returning to countries where they had served missions for the Church of Jesus Christ of Latter-day Saints. This data was used to further explore other qualitative avenues, including informal interviews and a user experience (UX) test, which ultimately had a large impact on the course design as further discussed in Appendix B: Learner Analysis. For example, after reaching out to a group of prior students, it was indicated that adding higher quality media to the course may help students feel more eager to participate online. Consequently, media was added not just to the homepage, but to every assignment.

The learner analysis also revealed students wanted three main things from their online internship course: (1) more flexibility in submitting assignments in regards to timing and location, (2) thoughtful organization, and (3) relevant assignments that emphasize application. Additionally, the students unanimously disliked the overwhelming amount of coursework of the previous internship course. This was taken into account during the design process as required tasks were dramatically reduced by looking at the learning objectives and cutting any assignment or portion of the assignment that did not immediately connect to the client’s and stakeholders’ agreed upon learning objectives.
Finally, data about average page views, clicks, and actual submissions for different assignments from the previous course was analyzed. It was discovered that the average amount of time it took a student to turn in an assignment from the first click to the last ranged from 4.5-10.9 clicks as seen in Appendix B: Learner Analysis. There was also a large amount of required scrolling that increased as students got deeper and deeper into the semester. The superfluous clicks and unreasonable scrolling in the prior course led to remediation with minimalism principles and creation of self-contained assignments. It ultimately resulted in the design of a homepage that linked to every other page in the entire course with only one or two clicks and minimal scrolling.

**Environmental Analysis**

The course needed to be formatted for computers and other mobile devices such as phones and tablets. This desire was based on the learner analysis that found students valued flexibility and the option of using personal devices.

Next, based on further consultation with faculty members at BYU, it was decided that various resources, tools, and scaffolds could be utilized in the course design, as suggested by Hannafin and Oliver (1999). The full list of informed adjustments can be seen in Appendix C: Environmental Analysis but the following especially significant changes were made:

- Incorporated both static and dynamic resources into the course, such as introductory videos and supplemental resources for each assignment as the instructor saw fit;
- Added processing, manipulation, and communication tools by formatting various assignments and survey questions throughout the course; and
- Implemented conceptual, metacognitive, and procedural scaffolds to support and encourage student online learning. These were each accomplished by connecting assignments with course learning objectives, including multiple reflection and application assignments, and providing resources and rubrics to guide student expectations.

After performing these analyses, Patton’s (2010) evaluation model for ongoing program development was followed because the given timeframe necessitated “radical program re-design ... In these situations, [developmental evaluation] can help by: framing concepts, test quick iterations, tracking developments, surfacing issues.” These quick iterations were immensely helpful with providing the clients and stakeholders opportunities to see, critique, and mold the final product during the weekly meetings.

**Design Evolution**

The design process was more iterative than anticipated. In addition to the expected interactions of a project kickoff meeting with occasional subsequent reviews, the stakeholders requested weekly prototypes that they expected to review in-depth. The repercussion was additional steps and time spent in the design process, most of which had not been planned for. Major milestones that were important to the design evolution of this internship course included: (1) Project Initiation, (2) Initial Design (3) Expected Adjustments, and (4) Unexpected Adjustments.
1. Project Initiation

This part of the design evolution included meeting the main client, Dr. Adams, and his head teaching assistant in January of 2019. It was decided the course needed the following elements:

- Three different overall courses to be made: one for German speaking students, one for Russian speaking students, and one for students who only speak English but were still going abroad
- A “Mastery Path” that enabled different students to select their specific language pathway
- Three syllabi (one for each course) integrated into Canvas with corresponding assignment modules
- Simplified navigation when compared to the previous course
- 9 main assignments for German and Russian speaking students, 10 main assignments for English speaking students
- 2 pilot surveys (mid-course and end of course)
- Clear due dates, late policies, and adjusted submission times for different time zones
- Enabled notifications for students, TA’s, and instructors to receive timely alerts and updates (when students turned in assignments, sent a message, experienced issues, etc.)

This was a direct response to the needs dictated by the demands of the German and Russian language departments and the qualitative research found in Appendix B: Learner Analysis.

Because of the nature of changes requested, most of the original assignments from the previous course were removed altogether while the rest were heavily edited and adjusted to align with the course learning objectives. Specifically, each assignment was intentionally structured to maximize the learning potential for the various onsite experiences, as indicated from step 1 of the Experiential Learning Cycle shown in Figure 3. Likewise, multiple assignments needed to include elements of guided reflection as indicated in step 3 of the cycle, which resulted in Assignments 1, 3, 5, and 9, and a weekly journal reflection as discussed in Product Implementation.

2. Initial Design

For efficiency’s sake, a single master course was designed that could be duplicated and customized for the different variations each internship location would need (German, Russian, and English). The initial design of this master course followed the above specifications of the clients. First, a modular view was prepared that severely shortened the amount of modules and arduous navigation that existed in the previous course, as found in Appendix D: Consulting Products and Precedent:
In this iteration, each of the individual tabs were accordions that expand when clicked. Below is an example on the first “getting started” module:
This outline led to exploring color schemes, photos, and banners to be agreed upon by the stakeholders. The following homepage view was ultimately decided on:
3. Expected Adjustments

An iterative process of adjusting the initial internship course design was expected. Based on client feedback the course description underneath the banner image was lengthened and informal interviews were conducted with previous interns that made up the class majority; single women who already had language experience in the target country. It was explained that the 399R course was being redesigned and that their perspective on how to make the course better would be appreciated. The most relevant feedback is listed below:

- “To be honest, the course was bland …. Could we add some beautiful pictures?”
- “I took more pictures on this trip than I ever have before because of how unique the buildings are, the colors, and the sky. Maybe you should use more than one photo.”
- “It would be cool to see the places I see everyday on the online course when I log in.”

More learner data and the resulting adjustments made in the course can be found under Appendix B: Learner Analysis.

Because of these and similar sentiments from other learners, Dr. Adams was approached with the idea of embedding images for every assignment. He approved and a search began for a variety of copyleft locational images to use. His decisions were marked as follows:

A grid of different images and faded images were presented to Dr. Adams. As he went through the grid, he would say “I do not like that” or “I really like that, use it for the homepage.” Boxes were marked accordingly with either an “X” to say get rid of it, a “\” to potentially keep it if necessary but use another photo if possible, and “HP” to indicate an image that would be used for the homepage. One image he especially liked but did not want to use as the homepage got the double check mark.

After narrowing down the selection, Dr. Adams decided on using desaturated/faded images so weekly assignment names could be placed on top and still be read clearly.

As a result of this feedback from both the informal interviews and the client, the modular view of the course page was replaced with the following homepage:

Figure 8. Meeting notes with Dr. Adams.
RUSS 399R integrates experiential learning in the form of an internship placement with foreign language instruction that applies pedagogical principles for Advanced-level learners.

The course focuses on helping you recognize and develop four key global professional competencies: (1) foreign language proficiency (domain specific professional language), (2) Intercultural awareness, (3) Intercultural collaboration or teamwork, and (4) Intercultural communication.

Figure 9. Iterative full homepage view for the new GERM/RUSS 399R internship course.
This new layout was still imperfect, but provided a few benefits: (1) it was more exciting to look at than the modular view, (2) each assignment was essentially a click away, (3) with minimal scrolling the entire course can be seen, and (4) it was organized by week with everything clearly labeled.

Another minor change made incorporated research on student success using resources, tools, and scaffolds as discussed in Appendix C: Environmental Analysis. This included generating assignment rubrics and other resources to enhance student success. Incorporating minimalistic design principles, these were placed in accordions so students who wanted to see them could.

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Figure 10. View of assignment 1 details and layout.

For more information on rubric design, see Appendix D: Consulting Products and Precedent.
4. Unexpected Adjustments

Everything went according to plan until the final two weeks of April. The master course was finalized; the three courses were developed as separate entities with different media, assignment directions, and language used depending on the specific internship location, syllabus, and a mastery path. This allowed enrolled students to only see the content they were meant to, even though all three courses were fully connected on BYU Online’s end. Then two weeks before the pilot was scheduled to begin with 79 students, Dr. Adams decided that he wanted to add a new reflection assignment to the course. He further decided to remove the English version of the course altogether, and instead incorporate its principles into both the GERM 399R and RUSS 399R course. Fortunately these change requests preceded the final UX test with prior students. Still, the last-minute changes created several problems that had to be resolved in a very short timeframe.

The new reflection assignment was an issue for a few reasons. First, Dr. Adams had to Figure out the best location for it. Should it go towards the beginning, middle, or end of the internship? Dr. Adams ultimately decided it was best to make it a weekly assignment that began the third week of the semester and continued until the end of the internship experience. This caused further issues—how could this be a weekly assignment without completely ruining the integrity of the homepage layout where each week had its own button and self contained assignments?

After a great deal of trial and error, the final design that is described in the Product Implementation section was decided on. Essentially, the homepage only changed by introducing an extra assignment button to week 3 (when it was decided that this weekly assignment was to begin) resulting in all other assignments being pushed back a week. However, in each assignment after week 3 a landing page was added that showed two assignments due that week: the unique assignment, and the new weekly reflection assignment. See Figure 4 in Product Implementation.

At first glance this may not seem like a major adjustment, but before a solution was determined each iteration of the design strayed further and further from the intended minimalistic format. It put a strain on the priority of maintaining as few clicks as possible to get from one page to another and to make every assignment self-contained.

Removing the English version of 399R for those students who were attending the internship without prior knowledge or experience in Germany or Russia was another large obstacle. Now the GERM 399R course and RUSS 399R course needed to be accessible to students who know the language, and students who only spoke English. This necessitated a large number of alterations including examples and instructions changed to English, and a complete removal of the original mastery path that had been established. While this didn’t aid the minimalist approach in terms of content within a given course, removing the “Mastery Path” did allow for only two individual courses to exist instead of three interconnected courses.

While these major adjustments were unexpected, they were necessary for the client to feel the product was ready to pilot, making the overall process worth the time and energy taken.
Product Implementation

To ensure the product was ready to be used as intended, nine students who had taken the previous internship course went through a UX test where they navigated the course and its various assignments. These findings a week before the pilot launched were shared with the instructor and teaching assistants to discuss last minute alterations. Because these students were familiar with the internship experience they were easily able to navigate and provide valuable insight on improving different course elements. The following were significant last-minute changes:

- Replacement of various media with more appealing, higher quality media
- Adjustment of the new weekly assignment requirements starting week 3
- Changes to final grade percentage breakdown
- Removal of “Resources” tab on each assignment, to be replaced by simply adding the given resources in the body of the assignment for all students to see

The questions and most relevant student responses from this process are found in Appendix H: Evaluation Instruments.

This evaluation process was important but added strain in the final week. For example, the new assignment added from the client was called “Intercultural Awareness & Cross-Cultural Competence.” Because it was a weekly assignment it had to be incorporated into each subsequent week. To maintain the integrity of the agreed upon course design the aforementioned landing page was created for weeks 4 onward:

*Figure 11. View of the newly designed landing page for assignment 4.*
From this landing page students could select either the normal assignment for the week on the left, or the weekly journal entries on the right. It adds one click to the student process each week, but it still followed the principles of minimalism in that the homepage was intuitive to navigate, and this is as self-contained as possible under the circumstances.

After making these final informed adjustments, the course was presented to the language departments for final feedback. The client and stakeholders were satisfied and the new GERM 399R and RUSS 399R internship piloted Spring 2019 with 79 students.

The process was a lot more work than expected, and not just because of the dramatic last minute changes. Doing the informal interviews and focus groups with the nine students resulted in unanticipated changes that improved the final product, but could have been useful earlier in the process.

**Figure 12. Current GERM 399R Interns walking in Germany, Spring 2019.**

**Evaluation**

The Canvas course went through a formative evaluation from the stakeholders and clients throughout the process as discussed in the Design Evolution section. The course was further evaluated by the group of nine students mentioned in Product Implementation who were given a qualitative survey with six questions about their experience navigating the new course. This
perspective was invaluable as they alone could contrast the experience of previous versions of the course with the overall flow and layout of the new version.

Questions ranged from asking about structural flow to visual aesthetic to assignment specific queries. In general the responses were positive and provided supportive feedback, with minor alteration suggestions that were eventually implemented as seen in Appendix H: Evaluation Instruments. Especially illustrative quotes include:

- “I feel like this finally puts the focus on the job and what they’re learning instead of feeling like normal pointless homework. Still more work than I would like but much [more] focused.”
- “The length is so much better it is crazy. I feel robbed that I went through it before instead of now.”
- “Definitely intuitive setup.”
- “I think the images are a cool idea, but you could choose prettier ones?”
- “I would appreciate these assignments a whole lot more than the ones I did.”

At the time of writing this, students in the pilot internship had just passed their first survey in the course. The data from that survey showed improvements in every measured area and can be seen in Outcomes below.

Criteria

The main stakeholders were the German and Russian Language departments at BYU, Dr. Adams, and the director of BYU Online. They encouraged the evaluation to find whether or not previous students felt appropriate changes were made to the course. The endeavor was successful; the nine students navigated the course with ease and adjustments were made based on their input as indicated in Product Implementation. Included mid-course and end of course surveys may help future instructional designers make further necessary adjustments, but those were beyond the scope of the project.

Outcomes

The GERM/RUSS 399R internship course was a successful supplemental online product that supported immersive and experiential on-site learning happening in foreign countries. The course was grounded in experiential learning and minimalism theory, and students enjoyed navigating the course and completed homework that felt useful in developing future career opportunities. More on this can be seen below in Expected Outcomes. The course is available online for faculty and departments to examine and even utilize in future internship course design.

Expected Outcomes

At the time of writing, students in the pilot course offered the following feedback on their mid-course evaluation survey. Last year’s iteration is in blue, and the new BYU Online version is in yellow. This is outside the bounds of the project conducted but is positive and encouraging:
Unexpected Outcomes

The first unexpected outcome involved the demographics of the student population piloting the updated GERM 399R and RUSS 399R internship course:

![Gender and Age Distribution](image.jpg)

*Figure 14. Demographic data for the 2019 pilot internship of GERM/RUSS 399R.*
This pilot course had significantly different demographics than the data originally analyzed to design the internship, but the data in Figure 13 clearly indicates students were still engaged in the course and enjoying their experience.

Another unexpected outcome was an email received during the second week of the pilot:

“Hi Sean,

I work for Dr. [Adams] helping coordinate internships in Eastern Europe.

Dr. [Adams] mentioned that you were the main designer for our Russian and German 399R courses on Canvas. We are all clearly big fans of the way you designed those courses, because Dr. [Adams] has asked me to reach out to you again and see if you would be interested in helping us design another Canvas course for our Internship Preparation Course …

...We can’t thank you enough for all of your work on our 399R courses. Preliminary feedback from students on the curriculum has been overwhelmingly positive. We really appreciate it!”
Reflection and Critique

From this experience it seems that every new course and project brings a unique array of difficulties, challenges, and lessons learned. While there are many insights gleaned throughout this project, three themes that stand out are (1) communication is hard and misunderstandings are easy, (2) proper preparation and research can drastically influence a project’s trajectory, and (3) perfection is impossible, and that’s okay.

It takes effort to communicate, and a great deal more effort to communicate effectively when working with multiple parties and stakeholders. Retrospectively it became clear that clear communication can ultimately save time, effort, and money. I also learned how fun it can be working with a subject matter expert (SME) on a topic that I know absolutely nothing about. I found that relationships and dialogue between Instructional Designers and SMEs are important and would encourage future instructional designers to engage in more open discourse at the beginning and throughout the design process. It enabled me to more deeply understand the content material, gain a better appreciation for what was being asked, build trust between all parties, and most importantly provided insight into what the client was really wanting (which can be quite different than what was originally requested). Also, please do not put options in front of clients you are not willing to go with. Trust me.

Preparing and researching for my course included reviewing previous iterations of a product. While it can be time-consuming, it can also pay immense dividends in the end. It was helpful to have visual and malleable representations. I also learned that while analyzing the quantitative data was important, some of the most valuable insights only came after reaching out to further investigate qualitatively. I would advise future instructional designers that while it may seem like a waste of time at first, utilizing relevant design precedent and current research/theory is a useful and time-saving step that has the potential to drastically change the trajectory of a project; the qualitative data I gathered shaped not just the visual course design but its navigation as well. A quick warning on this topic is that while it is important to consider the learner population in terms of the majority, this can quickly lead to oversight on the rest of the learners. Just be thoughtful and purposeful when analyzing your learner population, as it could have implications (for better or for worse) on your own course design.

Finally, I learned that seeing a project through from beginning to end can be incredibly fulfilling. It may not be perfect, but creating a great product is still okay. This is the result of many moving parts but I found success in considering my course through the lens of the user. Working in this way shed light on different weaknesses or strengths that may have been otherwise ignored because of over-exposure to the product. I also learned from experience just how useful formative prototyping and UX tests can be for moving a project forward and resolving issues more quickly. I would encourage instructional designers to take the time to have relevant quality control users go through their course, because blind spots in the user experience (both large and small) might be identified that, when fixed, could make a significant impact on the learning experience. If resources permit this kind of review process, it can provide valuable insight.
Appendix A: Product Walkthrough

A video walkthrough of the GERM 399R and RUSS 399R course can be accessed here:

Appendix B: Learner Analysis

The Figure below contains data from students in the previous internship course:

Data was collected on 173 students who had previously taken the 399R internship course. It was found that the majority of students were female seniors in good academic standing.

Further investigation of the demographic data resulted in Figure 17 below:

Figure 16. Graphic representation of demographic data found in Learner Analysis.

Figure 17. Data on students returning to missions for original GERM/RUSS 399R internship.
Almost 94.8% of students attending this internship were returning to missions, meaning only 9 people out of 173 were not returning to their mission field/language.

Data also showed that 90.17% of participating students were single. Of those who were married, spouses and children were able to come along. This information reflected missed opportunities that may have been considered when designing the course. For example, when it was noticed that the majority of students were single female seniors returning to their mission field, so much focus was applied to this group that little to no consideration was given the rest of the learner population. Healthy questions that could have been asked during the design process include:

- Does it matter or impact the design that 10% of the participating students were married and that some may be bringing spouses and children?
- Were necessary resources in place for students coming with their children?
- Were necessary resources in place for people who were not return missionaries to feel as comfortable in a foreign area?
- Is there a significant difference in the male vs female experience, regardless of the fact that men were in the minority for the analyzed iteration of the course?

These were things that could have had implications for the course design, but due to oversight were not fully take advantage of. A lesson learned for future design projects includes thoughtfully considering every aspect of the learner population, not just the majority.

Besides these findings, qualitative data was explored to discover what elements of the original course students appreciated and what they disliked. The following were selected responses from the 173 students who previously took the internship course:
Figure 19. Positive qualitative data organized into three categories: flexibility, organization, application.
After codifying and categorizing the data on what students appreciated most from their supplemental online internship course, three main recurring themes were discovered: (1) flexibility when turning assignments in, (2) the organizational structure of the course, and (3) assignment application to the real world.
It was also discovered that these positives were overwhelmed by the one main negative: workload. This informed the majority of the design decisions for the course, including working with the client to reduce the original 15 main assignments with 3-4 sub assignments each to only 10 self-contained assignments.

Additional data was found on the previous internship course’s page views and participation (or clicks):

![Figure 21. Data on previous internship's average page views and participations.](image)
Figures 21 and 22 refer to data on page views and actual page participation from students. Page views and participations were highest on Tuesdays (as expected because of assignment due dates Tuesday evening). The data also indicated higher activity on Sundays than on Fridays and Saturdays, suggesting a student tendency to save homework for Sunday rather than spend their Friday and Saturday stuck on their device. Additionally, there was a trend of significantly higher page views and clicks than actual assignments being submitted.
When exploring what could have caused the disparity between the number of page views, clicks, and actual submissions, it was found that students got lost and overwhelmed with the quantity of the assignments contained in each module. Figure 22 shows different pages titled “Assignment [X]: Description (Read this first!)” where students were forced to click back and forth between modules to get directions and other instructions before they could actually complete their assignment.

In order to account for the data in Figures 21 and 22, a secondary design framework in addition to experiential learning was utilized. Among the principles Carroll (1990) described regarding minimalistic design in education, the following three stood out:

1. All learning tasks should be meaningful and self-contained
2. Learners should be given relevant assignments quickly and consistently
3. Instruction should permit self-directed reasoning and improvising by increasing the number of active learning activities

This additional framework led to an adjustment in page and font sizes to reduce scrolling, and the overall layout of the course to have fewer clicks to get from one place to another.

Next, research on “resources, tools, and scaffolds” was taken into account and resulted in the creation of accordion tabs so students could dictate just how much or little information they wanted to see. Examples are located in Appendix C: Environmental Analysis.

A summary of the most useful learner data and resulting decisions can be found in table 1 below:
<table>
<thead>
<tr>
<th>Learner Data and Resulting Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner Analysis</strong></td>
</tr>
<tr>
<td>&quot;To be honest, the old course was bland .... Could we add some beautiful pictures? It would be cool to see the places I see everyday on the online course when I log in.&quot;</td>
</tr>
<tr>
<td>&quot;I took more pictures on this trip than I ever have before because of how unique [everything is]. Maybe you should use more than one photo.”</td>
</tr>
<tr>
<td>&quot;Sometimes I’d get tired and burnt out after a long day of work and I would give up and go to bed.”</td>
</tr>
<tr>
<td>This came from asking about amount of clicks anomaly found in the Learner Analysis.</td>
</tr>
<tr>
<td>The <strong>Learner Analysis</strong> indicated that students love the flexibility online courses provide.</td>
</tr>
<tr>
<td>&quot;The fact that it is an online course gives us some flexibility in when we work through the modules and do the homework assignments.&quot;</td>
</tr>
<tr>
<td>The <strong>Learner Analysis</strong> showed that students love opportunities to apply what they had learned.</td>
</tr>
<tr>
<td>&quot;The ability for real world application was ... a strength in this course&quot;</td>
</tr>
<tr>
<td><strong>Data from the Learner Analysis</strong> suggested students were consistently overwhelmed with the sheer amount of coursework.</td>
</tr>
<tr>
<td>&quot;I wish I could have focused more on the internship itself rather than checking off assignment boxes&quot;</td>
</tr>
<tr>
<td>The <strong>Learner Analysis</strong> indicated students spent anywhere from 4 to almost 10 clicks before submitting an assignment. This effort led to some students skipping assignments altogether.</td>
</tr>
</tbody>
</table>
| **Table 1. Discusses Learner data received and resulting decision.**
Appendix C: Environmental Analysis

Canvas settings allowed notifications to be sent via email, text, or on the side of a student’s screen. An online guide was included to help students customize these notifications and set reminders to meet their preferences.

After consultation and encouragement from faculty at BYU, serious consideration was given to the types of resources, tools, and scaffolds Hannafin and Oliver (1999) suggested in their research on open learning environments. Consequently, the following adjustments were made to the course design based on the major principles below:

1. Resources are source materials that support learning.
   a. Static resources used in this course included an introductory video, notification directions, and local images.
   b. Dynamic resources used in this course included a “resource” section to be consistently added to by the instructor as he/she felt needs arise - for example, access to different online dictionaries for different target-languages were included.

2. Tools provide individuals opportunities to engage and manipulate resources and their own ideas. In other words, they are a means to an end.
   a. “Processing Tools” support students’ cognitive processing. The development of these tools/assignments in the internship course involved collecting, organizing, and integrating data into pre-existing student knowledge.
   b. “Manipulation Tools” help with exploring new ideas or beliefs. This type of tool was first utilized at the beginning of the internship with an introspective assignment. This tool was again used for both evaluation surveys and for the final reflective journal assignment.
   c. “Communication Tools” help with relationship building. To implement this, various assignments required networking, meeting with employers and fellow employees, and encouraged dialogue from student to TA and professor throughout the internship.

3. Scaffolds are supportive learning efforts in open realms of education. Because students were not part of an in-class educational format, scaffolds were important to guide and support learners throughout the internship process. Three scaffolds that informed the design included the following:
   a. “Conceptual scaffolds” were used in the course to provide students with opportunities to connect assignments with course learning objectives.
   b. “Metacognitive scaffolds” provided reflection opportunities to students onsite. These types of scaffolds involved students using resources or tools to achieve a specific outcome.
   c. “Procedural scaffolds” enabled students to utilize “hints” or resources within a course. This is seen with notification reminders, example assignments, and rubrics.
Below is an example of how the approach to add resources, tools, and scaffolding informed the course design:

In addition to clear and concise directions, a rubric and an example is provided at the bottom of the assignment. Having the rubric in an accordion tab is an example of minimalism principles used in conjunction with the idea of “resources, tools, and scaffolds,” which allowed students to dictate themselves just how much or little information they wanted to see in a given assignment.

Figure 23. View of assignment 2 details and layout.
**Internship Time Log Example – John Doe**

*(May 1st – May 14th 2019)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 1</td>
<td>2 Hours</td>
<td>Orientation at parliament and city council</td>
</tr>
<tr>
<td>May 2</td>
<td>2 Hours</td>
<td>Learned about resources available for research</td>
</tr>
<tr>
<td>May 3</td>
<td>7.5 Hours</td>
<td>Tour of national library, worked with MOPs, researched Latvian population factors</td>
</tr>
<tr>
<td>May 4</td>
<td>8.5 Hours</td>
<td>Prepared presentation on real estate law differences between the major cities in US and Latvia, worked with MOPs, weekly committee meeting</td>
</tr>
<tr>
<td>May 5</td>
<td>7.5 Hours</td>
<td>Traveled to Israeli Embassy, met with Vice Ambassador regarding human rights issues in the West Bank</td>
</tr>
<tr>
<td>May 6</td>
<td>4 Hours</td>
<td>Drafted legislation side by side with MOPs at party offices</td>
</tr>
<tr>
<td>May 7</td>
<td>7.5 Hours</td>
<td>Traveled out of Riga to present at political conference in Cairo</td>
</tr>
<tr>
<td>May 8</td>
<td>7.5 Hours</td>
<td>Attended session of the Saeima, met with speaker of the house, conducted policy analysis on national security issues</td>
</tr>
<tr>
<td>May 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 10</td>
<td>7.5 Hours</td>
<td>Policy briefing with committee on human rights, continue draft of legislation with MOPs, attended diplomatic conference on current/present EU: Brexit discussion</td>
</tr>
<tr>
<td>May 11</td>
<td>7.5 Hours</td>
<td>Attend party office, discuss marketing for campaign posters, coordinate training between US and Latvian special forces training on CQC</td>
</tr>
<tr>
<td>May 12</td>
<td>7.5 Hours</td>
<td>Finish developing policy brief on human rights violations and present to MOP, began project on human trafficking and asset management with committee on finance</td>
</tr>
<tr>
<td>May 13</td>
<td>7.5 Hours</td>
<td>Toured Holocaust museum with MOPs, met with President of Latvia at residence</td>
</tr>
<tr>
<td>May 14</td>
<td>5 Hours</td>
<td></td>
</tr>
</tbody>
</table>

**Signature:**

____________________________________

**Supervisor Signature:**

____________________________________

Figure 24. View of assignment 2 resources/example.
Appendix D: Consulting Products and Precedent

As mentioned in Background and Justification, similar internship courses existed in other areas around BYU campus and in other universities around the world. BYU wanted to move away from this particular internship being a “study abroad” program and push it as an immersive language experience to positively impact future career prospects.

Further research reflected a growing demand for highly proficient learners of foreign languages in corporations, non-government organizations, militaries, medical fields, diplomatic services, and beyond, who had extensive contact with a target language over a concentrated period of time (Wilton, 2008). It was important to consider the linguistic advantages and disadvantages that graduates face when competing for international employment opportunities.

With language and cultural internships, there were competing opinions between the language departments and the Kennedy Center here at BYU. This is one reason the German and Russian departments were eager to get this new course online; this project serves to show other departments what future iterations of different language internships might look like.

Below are screenshots of last year’s heavy course requirements which garnered the negative data found in Appendix B: Learner Analysis:

![Figure 25. View of previous internship “welcome to the course” module.](image-url)
Figure 26. View of previous internship “assignment 1” module.
As indicated from the images above, there were 24 separate pages just for welcoming students into the course and introducing them to “Assignment 1.” In total the original course contained 15 assignment modules, each with a vast array of “Read this first” modules, assignment modules, and additional optional modules (which means there were “x” number of optional assignments, and students were to choose “x-1” of them). All assignments were only available from this modular screen, meaning students were forced to scroll, click back and forth, and open multiple tabs in order to get the needed information.

So as to not force readers of this report to scroll as the students did, Figures 27a and 27b below are scaled screenshots stacked next to each other (rather than on top of and below each other) to provide insight on the sheer size of the previous course. Keep in mind that students had to scroll up and down the main page of the course for the entirety of their internship in order to find all the necessary assignment information to be successful in the course:
While there were useful assignments, the vast majority of students expressed dissatisfaction with course load as seen in Appendix B: Learner Analysis. Based on student, TA, professor, and department feedback, this course was reduced in size with only one major assignment per module as opposed to multiple sub-assignments.

A researcher who studied the differing expectations between interns and internship providers examined navigating and negotiation between differing expectations that exist between the department, teachers, TA’s, students, employers, and other employees involved. Information about how this informed the internship course design can be found in Assignment 1 (Establishing Expectations).

An instructional designer experienced in creating rubrics for online courses provided different types of rubrics from his work with LDSBC. Below are two examples used as references for the rubrics found in the new 399R course:

### Grading

You can receive a total of 20 points for this assignment. I’ll grade you using the following guidelines:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>10 points</th>
<th>5 points</th>
<th>2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-topic</td>
<td>Fully fulfills the instructions of the assignment</td>
<td>Partially fulfills the instructions of the assignment, but may be missing some elements</td>
<td>Missing major elements of the assignment instructions</td>
</tr>
<tr>
<td>Writing</td>
<td>Is almost completely free of grammatical errors; fulfills length and formatting requirements</td>
<td>Has minor grammatical errors or deviates in minor ways from length and formatting requirements</td>
<td>Has major grammatical errors or deviates in major ways from length and formatting requirements</td>
</tr>
</tbody>
</table>

Please maintain a professional and courteous atmosphere in the discussion.

*Figure 28. An example rubric that impacted the rubrics in improved GERM/RUSS 399R internship.*
### Grading

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Full</th>
<th>Partial</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness</td>
<td>The final menu design includes at least 3 appetizers, 5 entrees, 3 sides, 3 desserts, and 5 beverages. Each item includes a description and a price.</td>
<td>The final menu design includes about half of the elements required for full credit.</td>
<td>The final menu design lacks more than half of the required elements.</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(5)</td>
<td>(2)</td>
</tr>
<tr>
<td>Concept Alignment</td>
<td>The design of the menu (including colors, fonts, spacing, word choice, etc.) significantly aligns with the restaurant concept or theme.</td>
<td>The design of the menu (including colors, fonts, spacing, word choice, etc.) moderately aligns with the restaurant concept or theme.</td>
<td>The design of the menu does not align with the restaurant concept.</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(5)</td>
<td>(2)</td>
</tr>
<tr>
<td>Modifications</td>
<td>It is clear that 3 or more points of feedback were considered in the final menu design.</td>
<td>It is clear that at least one point of feedback was considered in the final menu design.</td>
<td>Very little feedback appears to have been considered in the final menu design.</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(5)</td>
<td>(2)</td>
</tr>
<tr>
<td>Application</td>
<td>The menu justification precisely describes the impact this menu will have on the rest of the restaurant business plan.</td>
<td>The menu justification alludes to the impact the rest of the menu will have on the restaurant business plan.</td>
<td>The menu justification contains no reference to the impact the rest of the menu will have on the restaurant business plan.</td>
</tr>
<tr>
<td></td>
<td>(10)</td>
<td>(5)</td>
<td>(2)</td>
</tr>
</tbody>
</table>

*Figure 29. Another example rubric that impacted the rubrics in improved GERM/RUSS 399R internship.*
Appendix E: Design Representations and Prototypes

The final product is an online course housed in the Canvas LMS. Experiential learning was the main instructional theory used to inform the development of this course. Below is a description of experiential learning principles and how they influenced course design:

- Analyzing the learner population is necessary for determining learner needs (Cantor, 1995). This was done by analyzing quantitative and qualitative data from previous internships.
- Crafting activities and assignments that meet course objectives and instructional goals is important (Cantor, 1995). This was implemented by making clearer learning objectives and specifically connecting them to assignments.
- Gaining awareness that student circumstances and lived experiences differ. Qualitative research can result in deepened understanding of learner population (Ewer & Sibthorp, 2009). Utilizing informal qualitative interviews impacted the course design as discussed in Appendix H: Evaluation Instruments.
- Intentional design is a cyclical process that seeks to create and support experiential learning by including a reflection process (Eyler, 2009). Utilizing intentional design can be useful for several reasons. For example, the cycle emphasized the importance of students reflecting on their lived experiences. This ignited ideas and conversations on effective implementation strategies for the course. Principles of reflection can be found in surveys and other assignments in Appendix E: Design Representations and Prototypes and Appendix H: Evaluation Instruments.
- Students learn by doing and reflecting (Lewis & Williams, 1994). This concept served to focus assignments on students application or reflection. This principle also helped frame and refine the course learning objectives found in the Product Description.
- Teachers play a vital role in experiential learning environments, and sometimes the experience requires intentionally hands-off instruction (Warren, 1995). Dr. Adams planned to only instruct students onsite three times throughout the internship:
  - For the first week to provide introduction and develop ground rules (as suggested by the research)
  - Halfway through the internship to provide a checkup and ensure proper tools were provided for student success
  - At the very end of the Internship experience to help students finish strong in the various locations.

As a secondary lens to inform the design, minimalistic principles found in the Design Process were used.

Pilot mid-course survey feedback can be seen in Appendix B: Learner Analysis, but below is an example of the home screen that pilot students saw when they logged into the course.
First, students select the “Click here to get started” button which leads to the following screen:

**Figure 30. Homepage view of the GERM 399R internship course.**
Figure 31. Homepage view of the GERM 399R internship course
Figure 31 shows two videos for the students. The first video is an introduction to the course from a teaching assistant, and the second walks students through navigating their Canvas course.

Once a student clicked on an assignment, they were brought to the assignment page. Below is an example of the first assignment page. Notice the banner image on this assignment matches the image the student clicked on the homepage navigation shown earlier in Figure 30 and again in Figure 32 on the left.

(Figure 32 on the left is the assignment button on the homepage, Figure 33 below is the corresponding assignment page)

1. Write a journal entry detailing your expectations for this internship. Think through what contributions you want to make and what you hope to learn. Remember to include the global professional competencies and language proficiency in your discussion.

2. Meet with your internship provider to discuss the organization's expectations of you and your expectations for the internship.

3. Write a follow-up journal entry analyzing your expectations in light of your conversation with the internship provider.
The following learning objectives were embedded in each course assignment and on the syllabus to clearly communicate to the students what they were gaining from each particular assignment. These clear expectations helped both the students and instructors stay accountable.

<table>
<thead>
<tr>
<th>Specific Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.  <strong>Network and develop work relationships in their target language and location.</strong></td>
</tr>
<tr>
<td>6.  <strong>Demonstrate verbal proficiency and understanding of the language of their chosen field.</strong></td>
</tr>
<tr>
<td>7.  <strong>Identify and understand key global competencies pertaining to their specific professional sphere.</strong></td>
</tr>
<tr>
<td>8.  <strong>Communicate and translate their internship work into a marketable experience for professional contexts.</strong></td>
</tr>
</tbody>
</table>

The following descriptions of course assignments explain how each fits into the course’s learning objectives:

**Assignment 1 (Establishing Expectations)**

As seen in Figure 33, the “Establishing Expectations” assignment was separated into three different clear prompts. These take into account research on the negotiation aspect of internships and assumptions made by all of the participating parties, and integrate the “reflection” step of the Experiential Learning Cycle found in the [Design Process](#) section. This assignment relates to the first course learning objective:

- **Network and develop work relationships in their target language and location.**

By having students meet with their employer and establish expectations, they began the process of professional communication, networking, and developing a new work relationship.
Assignment 2 (Internship Time Log)

Admittedly, this assignment did not directly relate to a course learning objective; instead it exists to fulfill the university and department requirements of logging hours. It also aided in quantifying student internship hours and the type of service performed in their communities.

Figure 34. View of finalized assignment 2 details and layout.
Assignment 3 (Intercultural Awareness & Cross-Cultural Competence)

Figure 35. View of finalized assignment 3 details and layout.

This repeated assignment created another space for students to reflect on the internship and list challenges, failures, successes, and overall thoughts on what they appreciated, would have done differently, wished they had known before going, etcetera. This utilizes the “reflection” aspect of the Experiential Learning Cycle found in the Design Process section.

This assignment fulfilled the fourth course learning objective:

- **Communicate and translate their internship work into a marketable experience for professional contexts.**
Assignment 4 (Vocabulary Submission 1)

This assignment fulfilled the second and third course learning objectives:

- **Demonstrate verbal proficiency and understanding of the language of their chosen field.**
- **Identify and understand key global competencies pertaining to their specific professional sphere.**
Assignment 5 (Professional Interactions and Teamwork)

After several professional interactions with your supervisor or a work team, write a journal entry discussing your observations of cultural differences in team/workplace interactions.

1. What role did you play?
2. What are the strengths and weaknesses of the differences you observed?
3. What would you like to change about the way you interacted?
4. How can you make that happen?

Points 15
Submitting a file upload

Figure 37. View of finalized assignment 5 details and layout.
This assignment correlated with the first three course learning objectives:

- **Network and develop work relationships in their target language and location.**
- **Demonstrate verbal proficiency and understanding of the language of their chosen field.**
- **Identify and understand key global competencies pertaining to their specific professional sphere.**

This assignment also focuses on the “reflection” aspect of the Experiential Learning Cycle found in *Design Process*, because students deepened work relationships with either a supervisor or a work team (their choice) and discussed/reflected on their work observations. This ultimately seeks to enhance verbal proficiency and verbal understanding were enhanced while providing exposure to key global competencies within the professional sphere they worked in.

**Assignments 6-8 (Vocabulary Submissions 2-4)**

- Similar to **Assignment 4** these vocabulary assignments contain the following images that correspond to their specific homepage buttons as seen in Figure 30:

![Figure 38. View of finalized banner images for assignments 6-8.](image-url)
Assignment 9 (Professional Communication)

This assignment utilizes the "reflection" aspect of the Experiential Learning Cycle found in Design Process and further incorporated aspects of all four course learning objectives:

- Network and develop work relationships in their target language and location.
- Demonstrate verbal proficiency and understanding of the language of their chosen field.
- Identify and understand key global competencies pertaining to their specific professional sphere.
- Communicate and translate their internship work into a marketable experience for professional contexts.
Assignment 10 (What did you learn?)

This assignment is the most directly related to the fourth course learning objective:

- Communicate and translate their internship work into a marketable experience for professional contexts.

Students were encouraged to communicate their internship experience through multiple mediums (oral speech, cover letter, resume, and social media platform).
Appendix F: Annotated Bibliography

Experiential Learning

The following experiential learning sources outlined the best principles and practices regarding its usage. The sources described below provided specific examples of experiential learning principles that helped inspire the ideation phase and formative prototypes of the GERM 399R and RUSS 399R project. Additionally, these sources aided the course design when used in conjunction with the learner analysis found in Appendix B.


This author emphasized the importance of hands-on learning (p. 80). When considering how to incorporate experiential theory into the internship course, the following steps from Cantor were especially useful:

- Analyze learner population to determine their needs
- Identify appropriate activities for learners based on course content and learning objectives
- Become aware of potential issues and flaws in the integration of experiential learning

The reflective questions Cantor provides on pages 80-84 encouraged gaining an awareness of learner population, environmental tools, and potential limitations students faced onsite. Considering these questions impacted the design by prioritizing content and activities based on learner needs, opportunities, and locations.


These authors focused on becoming aware of the differing learned experiences that each student and teacher bring to learning situations. Elements such as prior knowledge and experience, demographic information, anxiety, motivations, expectations, financial stability, and more play a part in a student’s experience in any educational setting, but especially experiential ones. This mentality was most utilized when reviewing the demographics of past internships and analyzing quantitative and qualitative data.


This author explained that experiential learning involves a process whereby learners interact with the world, and then through that interactive process integrate new learning. The following infographic was created to be used as a reference throughout the design process:

These authors emphasized the importance of planning and cultivating safe learning environments for students. Once established, students are able to process realistic scenarios and experience real reactions or learn real lessons that would not be possible in a traditional classroom. This idea of students learning by doing informed the course design with multiple assignments that required an application of knowledge in order to support the development of new language skills and cultural understanding.

This author described the importance of teachers understanding when they should and should not involve themselves in an experiential situation. Warren clearly laid out the ideal teacher’s role in various immersive situations:

- Students need to have the proper idea of what their experiential education is going to be before participating. This was integrated with a preparation course and a detailed course description of the current internship program.
- Instructors need to have, understand, and put into action a concrete vision of course goals and what students might expect from each part of their experience. This was integrated into the syllabus and assignment descriptions, which helped students understand various course objectives and how they related to each individual assignment.

**Minimalism Theory**

Although experiential learning was the main design principle used for this course and its content, minimalism theory acted as a secondary design framework and played a large role in the overall structure and layout of the course.


This source discussed various minimalistic design tools and processes, such as MiTTS (Minimalist Tutorial and Tools for Smalltalk). The MiTTS model of instruction begins with presenting a model or graphic interface to a learner or learner group. This learner or group is asked to explore and analyze the model in isolation, with actual teacher instruction occurring later in the process. This approach impacted the order interns were asked to accomplish certain assignments.


This author discussed minimalism design theory in great detail. The three main principles that informed the GERM 399R and RUSS 399R course design included the following:

- All learning tasks should be meaningful and self-contained activities
- Learners should be given realistic assignments as quickly as possible
- Instruction should permit self-directed reasoning and improvising by increasing the number of active learning activities

The layout of the entire course, from the homepage to each assignment, was carefully crafted with minimalistic design principles in mind. For example, these principles were utilized when designing everything in the course to require minimal scrolling and clicks, and when crafting self contained assignments.

This source references the previous source, pointing out different holes or shortcomings in the source. For example, early minimalists often failed to consider social contexts of how learning happens. There was also a tendency for minimalism to work alone, never being linked “with other major cognitive and instructional theoretical frameworks” (pg 395). This is one reason minimalism was used as a second and supporting lens in the design of this course.

**Foreign Language Internships**


These authors found data suggesting traditional study abroad programs or language immersive internship programs misplaced focus on inconsequential assignments and ultimately failed to prepare students for actual working proficiency in the language or culture of a professional sphere, such as medicine, law, business, or engineering.

These findings impacted the course design by encouraging removal of all unnecessary assignments that did not directly contribute to a course learning objective or professional literacy in the student’s chosen onsite job and subsequent career goals.


According to this author, students traditionally participated in foreign internships after they had already spent a considerable amount of time learning the target language and culture. However, this generalized knowledge often failed in further application within the professional sector. Similar to the article from Davidson and Garas, this information informed the design and content of different professional literacy assignments.


This article described the evolution of the landscape of education. It seems higher education had grown to a point where it was vital for students, teachers, and educational institutions to be aware of graduate employability and unemployability upon graduation. The author encouraged institutions to remove inapplicable coursework, and in some cases entire required courses altogether, leaving only relevant, useful, and practical tasks. This was important to keep in mind when removing superfluous course content and entire assignments that failed to align to the course learning objectives.
Implementation Support


These authors provided research about open learning environments. At the core, this article argues that different resources, tools, and scaffolding are vital for student success in open learning situations such as the new RUSS 399R and GERM 399R internship course. Examples of these resources, tools, and scaffolding included static and dynamic resources, different processing and communication tools, and structural course scaffolds. The integration of these various principles influenced the course data evaluation, content development, assignment structure, and communication opportunities between the teacher, TA, and students. These elements heavily influenced the final design.


This author discussed developmental evaluation and how the utilization of rapid prototyping can generate innovative ideas. Adopting elements of rapid development and adaptation based on quick feedback seemed appropriate for this project’s scope and timeline. There were multiple instances when quick prototyping helped the client realize miscommunication existed about a specific element of the project, and it allowed the visualization of successful drafts to inspire further work.
Appendix G: Implementation Instruments

To ensure implementation fidelity, TAs and the instructor were taught how to generally navigate Canvas, and then the 399R course specifically so they could feel capable to answer most, if not all student concerns. Questions were answered about various assignment content and grade breakdown, concerns about turning in and grading assignments were resolved, and further support was offered if needed.

After the initial walkthrough, the client was provided access to a “BYU Online TA training” course for them to refer to as needed:

This training contained details and information about a variety of subjects pertaining to successful online instruction, as shown in Figure 43 below:

Figure 42. Homepage view of the TA and instructor Canvas training course.

This training contained details and information about a variety of subjects pertaining to successful online instruction, as shown in Figure 43 below:
Once the user clicks on a topic, the accordion expands to provide more options. For example, if a TA were to click on the “Responsibilities” tab they would see this dropdown menu appear:

![Figure 44. Expanded modular view of the TA and instructor Canvas training course options.](image)

The video walkthrough of the course and the “Getting Started” resource module found in Appendix E: Design Representations and Prototypes are provided to students before beginning the internship course. These were also easily accessible throughout the entirety of the internship from the course homepage.

Finally, the clients received contact information for the BYU Online Administrator for any additional questions and concerns they had once on-site in Germany. For example, if there were any problems for students because of the international aspect of the internship, the BYU Online Administrator had access to proper materials and individuals to properly respond to these issues.
Stakeholders’ expectations for this project included formative evaluations until the end of April 2019. At this time a summative evaluation was requested with 5-8 test students and the actual professor and his head TA. At the end of April, 9 students who participated in the old iteration of the internship course performed a UX test and provided valuable input on this new course. Each assignment was meant to be scoped to fit into a specific learning objective while simultaneously providing a positive supplement to onsite learning. The test students, TA, and Dr. Adams were asked the following questions. The most representative and diverse comments are included below each question:

1. Are the tasks supplemental to the student’s onsite learning?
   - “Seems like it”
   - “Yes”
   - “I definitely think so”
   - “It feels like it would be, but I still think homework is silly when on an internship”
   - “I think this works and encourages students to focus on their jobs.”

2. Is the course intuitive?
   a. Do you feel you are set up for success as you follow the sequence of the online course?
   b. Do you know what is expected of you?
      i. Are assignments clear?
   c. Do you have any issues navigating the course?
   d. Is the course flow natural?
      - “Definitely intuitive setup.”
      - “I don’t really see how anyone could be confused by these directions.”
      - “I don’t think you should have a resource tab because some people may not understand they can open it. Just put it underneath.”
      - “Besides the things we talked about for the final assignment, everything looks great.”
      - “I like how organized the home page is because if you get lost or click on the wrong thing, it is easy to relocate it, whereas last time I felt like I was navigating a maze.”
      - “I am confused by the “Resources” tab but I like the rubric tab”

3. Can students reasonably accomplish the assignments with their diverse backgrounds, languages, and onsite locations?
   a. Are the different types of assignments for each course section equitable?
      - “Totally doable. Looks like everything can be done with like a google doc or document so I could do these on my phone if I wanted.”
● “I think the variety is interesting. Lots of vocabulary stuff, but it makes sense for the job and professionalism stuff"
● “Yeah all in all fun looking stuff. Definitely cut out a bunch of dumb assignments that made me hate my life.”

4. How useful are the images in the course?
   a. Are there any images that hurt or distract when navigating the course?
      ● “I think the images are a cool idea, but you could choose prettier ones instead of the dark ones?”
      ● “Love them! Makes me want to go back!”
      ● “Oh man these makes homework something to look forward to”
      ● “There was one I have no idea where it is from, but otherwise nice.”

5. Do any of these assignments provide useful and practical application opportunities for students to communicate their internship experience?
   ● “I feel like this finally puts the focus on the job and what they’re learning instead of feeling like normal pointless homework.”
   ● “Looks like there are some at the very beginning, very end, and even one or two in the middle. Looks good to me.”
   ● “Especially the last assignment like forces you to really focus on how this could translate to professional careers”
   ● “I’d appreciate these a whole lot more than the ones I did”
   ● “I actually prefer the first assignment because it sets a tone for the internship. Like, you get out of it what you put into it kind of thing”

6. What about the current assignments are better than the previous assignments?
   a. What is worse?
      ● “Still more work than I would like but much [more] focused”
      ● “The length is so much better it is crazy. I feel robbed that I went through it before instead of now.”
      ● “Much much much better. Now if only you could remove unnecessary busywork in my other classes.”
      ● “I guess only thing worse is that someone can’t use a pile of homework as an excuse to be antisocial when they go. ... I am that person.”

Being a pilot course, a survey was utilized halfway through and at the end of the internship experience. Figure 45 below contains the survey questions, and data already received from the mid-course survey can be found on Figure 13 in Expected Outcomes.
### Course Survey

Rate your **course** on the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course is intellectually challenging.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The content is clearly and logically organized.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The course is developing my professional skills.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Course and assignment instructions are clear.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Course assignments help me understand core concepts.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Online interaction help me feel part of a community of learners.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Rate your **instructor** on the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor is approachable, friendly and respectful.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor is responsive to my questions, emails and posts.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor is timely in grading and returning assignments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor is timely in grading and returning assignments.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>The instructor is knowledgeable about the subject matter of the course.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

*Figure 45. Questions and responses on mid-course and end of course evaluation survey.*
Appendix I: Timeline and Budget

The following tables outline the expected and actual project hours and budget associated with designing this product.

*Table 2 - Project Hours*

<table>
<thead>
<tr>
<th>Month</th>
<th>Expected Hours Worked</th>
<th>Actual Hours Worked</th>
<th>Expected Full Time Media Hours</th>
<th>Actual Full Time Media Hours</th>
<th>Expected Full-Time Instructional Designer Hours Worked</th>
<th>Actual Full-Time Instructional Designer Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>60</td>
<td>48</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>7.4</td>
</tr>
<tr>
<td>February</td>
<td>80</td>
<td>98</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6.5</td>
</tr>
<tr>
<td>March</td>
<td>80</td>
<td>77.5</td>
<td>3</td>
<td>1.1</td>
<td>10</td>
<td>9.2</td>
</tr>
<tr>
<td>April</td>
<td>100</td>
<td>124</td>
<td>3</td>
<td>2.5</td>
<td>10</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>320</strong></td>
<td><strong>347.5</strong></td>
<td><strong>6</strong></td>
<td><strong>3.6</strong></td>
<td><strong>30</strong></td>
<td><strong>33.4</strong></td>
</tr>
</tbody>
</table>

There were three differences between the original estimates and final results. First, in estimating the time planned to work on the project, time spent in weekly meetings with the client or time needed for the iterative design process were not properly considered. The changes that occurred in the final two weeks were ill-prepared for, including the new assignment and subsequent landing pages discussed in Unexpected Adjustments. This caused almost 24 hours of extra time worked. After considering the circumstances and changes requested, the stakeholders were ultimately understanding of the overage.

The extent to which full-time media lab employees would be needed was overestimated, mostly because the TA and teacher were prepared and the course walkthrough videos were finished more quickly than anticipated.

Finally, the amount a full-time instructional designer would be needed to oversee course development was underestimated. This was the result of both curiosity and confusion at various points in the process. Overall, hours within an acceptable margin of error and resulted in no consequences.

The costs associated with this project include the hourly wage of the principal designer (billed at $17/hour) the hourly wage of the full-time media lab employees (billed at $145/hr) and the hourly wage of the full-time instructional designer (billed at $100/hr). The full-time instructional designer assisted primarily as support to the principal designer and participated in weekly meetings with Dr. Adams.

Table 3 below outlines the predicted costs per month based on this information:
**Table 3 - Budget**

<table>
<thead>
<tr>
<th>Month</th>
<th>Expected Cost for Hours Worked</th>
<th>Actual Cost for Hours Worked</th>
<th>Expected Cost for Full Time Media Hours</th>
<th>Actual Cost for Full Time Media Hours</th>
<th>Expected Cost for Full-Time Instructional Designer Hours Worked</th>
<th>Actual Cost for Full-Time Instructional Designer Hours Worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>$1,020</td>
<td>$816</td>
<td>$0</td>
<td>$0</td>
<td>$500</td>
<td>$740</td>
</tr>
<tr>
<td>February</td>
<td>$1,360</td>
<td>$1,666</td>
<td>$0</td>
<td>$0</td>
<td>$500</td>
<td>$650</td>
</tr>
<tr>
<td>March</td>
<td>$1,360</td>
<td>$1,317.50</td>
<td>$435</td>
<td>$159.50</td>
<td>$1000</td>
<td>$920</td>
</tr>
<tr>
<td>April</td>
<td>$1,700</td>
<td>$2,108</td>
<td>$435</td>
<td>$362.50</td>
<td>$1000</td>
<td>$1030</td>
</tr>
<tr>
<td>Total</td>
<td>$5,440</td>
<td>$5,907.50</td>
<td>$870</td>
<td>$522</td>
<td>$3,000</td>
<td>$3,340</td>
</tr>
</tbody>
</table>

The total expected budget was $9,310 and $9,769.50 was actually spent. As mentioned above, while there was an overage to the expected budget, sufficient money remained from the BYU Online design budget to cover the loss. The stakeholders were satisfied with the finished result.