

# End report internship



"We pursue the dream of educating millions of students and thousands  
of teachers around the world."

By Jessica Smits (1521756)  
3<sup>rd</sup> year student  
Communication and Multimedia Design  
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# General data

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# Introduction

I went from an enthusiastic yet insecure go-getter, to a more confident and potential ADHD'er.

Over the past six months, I have learned a lot at galactIQ Education, both on a professional and personal level. I've experienced a lot of room to grow and express myself within the team. I have learned more than I would have ever imagined.

GalactIQ Education is a company with a mission to create a smart EduTech platform to help primary school educators teach technology to their students. To achieve this goal, they have already developed a smart education platform where teachers and students can follow the lesson in an interactive way. They sell their platform licenses to schools, but also offer after school clubs and have their own galactIQ Academy on location that started out as the ICANCODE SCHOOL project.

The reason why I chose galactIQ was a no-brainer for me: I liked coding, technology and teaching. Even though these interests have only been around for just a few years, I was already very passionate about them, and I just knew that I wanted to do my internship at this company and nowhere else.

In this report, I will be discussing my experience as an intern at GalactIQ Education. I will begin by the learning goals that I set out for myself before the internship. I will then get into why I chose galactIQ Education as my internship, as well as talk about the company and the application process. After that I will outline my duties and responsibilities at the company, including testing new technologies, creating new lessons and teaching lessons at a primary school. I will then reflect on the key insights and lessons that I learned during my internship and discuss how my participation in the internship contributed to my personal and professional development. Finally, I will conclude with the value of my internship experience and how it will benefit me in the future.

I will be using my weekly [journal](#) (included in the appendices, p. 24) as a primary source for this report. In the journal, I kept track of my tasks, thoughts, and experiences throughout the internship. I will also include my [learning objectives before](#) (p. 34) and [during](#) (p. 36) the internship in the appendices.

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## Learning goals

Before I started my internship, I wrote a Professional Development Plan, PDP for short. In this PDP, I wrote down 2 professional and 2 personal learning goals in which I wanted to grow during the internship. To establish these learning goals, I took an analytical look at the outcome of the 16-personality test and applied Daniel Ofman's core quadrant model to it.

The learning goals that emerged from this were<sup>1</sup>:

### Personal:

- **Learn to take criticism:** I used to get very defensive while taking feedback/criticism.
- **Learn to take breaks:** when I like a project, I can get a little too caught up in it.

### Professional:

- **Making progress in coding/programming:** I would like to learn a new coding language in my internship and get better at the current languages I know.
- **Learn to do presentations:** I often get very nervous when I must hold one.

## Past internships

An important point to mention, is that this was not my first internship I would be doing. In fact, prior to studying CMD, I studied Drama Therapy. For this study, I did 2 internships in the 3<sup>rd</sup> year, both of which ended earlier than intended. There are several reasons for this, but the biggest reason is the insecurity that I felt during that time.

The insecurity stemmed from a learning goal I had during both internships: "be less enthusiastic". After all, you work with clients who are quite sensitive, and my enthusiasm could sometimes overwhelm them. However, I became tremendously insecure about this learning goal. My enthusiasm is a trait that I identify very strongly with, I cannot reduce it without losing myself in the process. Prior to the internship at galactIQ, I was determined to use my enthusiasm as a quality rather than learning goal. But, because I had failed both of my drama therapy internships, I noticed that I was extremely insecure about doing the internship, afraid of failing again.

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<sup>1</sup> You can find a more in-depth explanation about my learning goals in the [attachment](#).

## Why galactIQ Education?

I had a conversation with Judith Nusselder, the internship coordinator, about the different internships I could be interested in. The moment I heard about the ICANCODE SCHOOL, I wanted to do an internship there. From all the other vacancies, I didn't really get excited. I later learned that GalactIQ Education was born from The ICANCODE SCHOOL.

When I learned that GalactIQ Education gave coding lessons to children, it immediately struck a chord with me. It sounded extremely similar to 2 previous projects we had done:

- Year 1: Code4Kids. This project was about designing and giving a coding workshop to 10–12-year-old kids.
- Year 2: the STEAM project. The question of this project was, "How can we deploy STEAM education small-scale, practical and valuable in elementary schools?". We tested this by giving VR lessons to 10–12-year-old kids. Teaching them: a new technology, working together and creativity.

I enjoyed both these projects immensely, but these projects were not the only reason I took interest in teaching coding. I've been teaching the kids group at my local theatre club for about 3 years now. Before the theatre group, I really had no interest in teaching at all. Now I wouldn't want to stop for anything in the world. I learned that I do enjoy teaching if it's a subject I am very passionate about. On top of that it's amazing to see kids grow in their abilities. This newfound teaching interest combined with my passion for coding made sure I went all out to secure this internship.

## About the company

GalactIQ Education is a company that is on a quest to teach technology to every kid. They have created a smart learning management software: the galactIQ platform. Teachers will find a lot of intuitive tools on there to start teaching with no prior experience in programming. It is comparable to a digital textbook, where teachers and student can follow a lesson in an interactive way. Every lesson is part of one of the five subjects they teach: Media Literacy, Web Development, Robotics, Game Development and Digital Creativity.

As shortly mentioned before, GalactIQ Education is born from another start-up: The ICANCODE SCHOOL. This was a passion project co-founded by Nicolás Dominguez (The Very Little Agency) and John Ordovas (School's Trust). The mission of Nicolás at the time was:

*"Educating girls and boys between the ages of 5 and 13 to understand the technology that surrounds them through the learning of programming fundamentals and robotic engineering."*

And his vision:

*"Create an ongoing-education school (weekly hour of class) with the highest educational standards."*

After 3 years of researching, designing, testing, reflecting and redesigning lessons with different groups of students, the ICANCODE school had designed an education product that was almost perfect. Not only did they have a product that taught children technology, but also taught teachers how to teach these new technologies.

However, it costs a lot of money to maintain this curriculum, parents were easily paying €99 a month for ICANCODE's classes. Therefore, this suddenly became an exclusive service rather than for everyone. ICANCODE decided to set up an education platform that would allow every school in the world to use its curriculum more cheaply. Thus, galactIQ Education was born at the end of 2019.

From 2019 to now, they are still working hard on the platform by continuing to produce new lessons, looking for new technologies and projects. Still, galactIQ Education is an exclusive service. Better than anyone, they know how difficult it is to sell something to a school as an additional curriculum, but that doesn't stop them from continuing to try and grow.

Because of their growth and constant learning their vision and mission have been adapted to the current situation.

## Vision

*"STEM education will soon be taught at schools. A rich curriculum will be key and primary school teachers will be the gravitational centre. Schools will use hybrid and not self-service EduTech which means that teachers must be involved in the teaching process within the classroom."*

## Mission

*"We will create a smart EduTech platform to help primary school educators teach technology to their students."*

*Our company will develop the most comprehensive educational content capable of training teachers on media literacy, engineering and programming. This tool will also be the door to third-party educational software."*

## Values

The values of the company briefly explained:

Synced	Learning to program reinforces writing and math skills of kids in a very natural way.
Adaptive	All the educational content is adapted to three age groups: 5-6, 7-9 and 10-13 years. We also care about accessibility, that's why today all episodes use DyslexieFont.
Teacher first	The biggest challenge is to make sure teachers feel secure while teaching technology to their students.
Collaborative	Many projects will demand students to work in couples or bigger teams. galactIQ Education will ask students individually to teach other students or even to teach in front of the class.
A new standard	Teachers, students and schools get certified with galactIQ Education.



## Who is behind galactIQ Education?

The galactIQ team exists of multiple important people:



### Nicolás Domínguez

He's the co-founder and CEO of the ICANCODE school and galactIQ Education. He is the main internship trainer. He has great confidence in my work as an intern and is open to any questions and problems I have. Every Monday we have a team meeting where we discuss the plans for that and upcoming weeks. He travels between the Netherlands and Spain every two weeks, during that time we still communicate via WhatsApp or Zoom.

### Roel Sanders

He's an alumnus from CMD and is now the product development manager of galactIQ Education for about 2 years. He's in charge of the contact with the teachers and keeps an eye on the lessons. Because Nicolás is in Spain every two weeks, I have a lot of contact with Roel, he is my internship trainer as well. He's helped me to keep on reflecting on my learning goals.



### Renske Maas

She's the previous intern from galactIQ, but has continued to work every Friday for galactIQ even after the internship. She took on the duties we hadn't had time to finish that week. Up until recently she took a break from galactIQ as she is currently focussing on graduating.

### John Ordovas

He's the co-founder of the ICANCODE SCHOOL and is still an adviser of the company today.

## The teachers

Of course, galactIQ education would not be where it is today without the help of our amazing team of ±10 teachers. Each week they help us out teaching our after-school clubs at the different locations throughout Maastricht. Our teachers are very diverse in terms of ethnicity, skillset and personality, which is exactly what galactIQ stand for.

## The road to the internship

I did not actually send an application mail to galactIQ Education at first. I talked to Renske Maas, a previous intern, about her experience within the company. This way, I was able to assess whether it was indeed something I wanted to do. Renske had nothing but high praise for the company and the team. She told me about the duties she had taken upon her during the internship and that they adapt the duties to what the intern wants to learn.

Hearing that only further convinced me. I asked her if I could just walk into the company to have a chat, because I didn't like the formal idea of an application mail. She indicated that this would not be a problem. No sooner said than done, a few days after this conversation with Renske I took my courage and walked inside. I had a chat with Roel Sanders as Nicolás Dominguez was not present that day. Roel explained the company structure to me and that ICANCODE was the first start-up they had; it still functions as their coding academy today. Right now, the focus lays mainly on the online teaching platform called galactIQ Education. After the chat with Roel, he suggested that I send him an email summarizing our conversation, my resume and PDP. He would then discuss this with Nicolás and make an appointment. Less than a week later I had the interview with Nicolás scheduled and I was hired!

## Expectations

My expectations of the internship were not super specific. I knew I liked coding and teaching and anything in between. I was excited to learn new things and grow in my current skills. During the job interview with Nicolás I was up front and said I didn't want to focus on marketing, but I did like the idea of giving and creating lessons. This was not a problem, they told me they had plenty of different jobs I could fill and if I wanted to change my focus during the internship that was fine too.

## Teaching at galactIQ Education

Before my internship had even started, they asked me if I would be able to do some substitute teaching. I was more than willing to give this a try. I gave 2 lessons at different occasions which went great. I already had to learn a new program called: Scratch. This is a program that uses colour coding blocks as a way to program games or any other interactable program.

## Summer camp

Since these substituting lessons went well, they asked if I was able to teach for a week at their summer camp. Of course, I said yes, I was very eager to prove myself and excited to learn. They held a total of 4 summer camps over the course of 2 weeks. Each camp took place during one day part, 5 days in a row. I had to teach the second week, but I came in on the first day of the first week to get an understanding of what was expected of me. That day went by fine, it was a small group of kids, easy to handle and the theme of the summer camp was made clear.

However, when I came in the second week, the group was way bigger and more chaotic than the first week. In the afternoon I became overwhelmed and got a panic attack. This had never happened to me before, and it scared me. There were multiple reasons why this happened:

1. I didn't know the kids yet and they didn't know me. On top of that there were a few kids that were younger than I'm used to, and a few had behavioural problems.
2. I was already tired and stressed out from the morning group and couldn't handle as much input anymore.
3. The last straw for me happened when I was put in front of the younger group. I didn't know what needed to be done and I was unfamiliar with the tool they were using. Because I didn't have any structure to hold on to, I became very insecure which triggered my past experiences.

So, there was a lot going on for me and I broke down. Nicolás took me aside and asked what happened. I tried to explain as best as I could at that time. At that point I was afraid I had failed my internship then and there. Without mentioning that thought, Nicolás assured me that this was not linked to my internship in any way.

After the incident I was sent home and they asked me to reconsider if I still wanted to teach the summer camp. In the end I decided to continue teaching, but only work half of the days. I'm really glad I made the decision to keep on going. By going back, the week still ended on a successful experience. On the last day I even stayed until the end.

I noticed that throughout the week I started to know the kids better and how to handle them. I also improved on my skills with the different tools they were using, and I got a better understanding of what the kids needed to finish by the end of the week. Knowing the end goal of that week gave me structure and a goal to work towards.

## The 1<sup>st</sup> week

The first week was an important week for me, that largely determined the course of my internship. As I've stated before, I already felt insecure about me failing my previous internships. And even though I eventually finished the summer camp, it did leave an impact on me. Because of this I really wanted to prove myself during the first week, but I didn't really know how. The team gave me a few tasks to learn about the company and its marketing strategy. Even though I was busy with the tasks, I still thought I wasn't doing enough. I had not shared this feeling with the team yet, so they had no idea I felt this way. I later learned they purposefully lowered the bar for me, because they wanted me to not experience the same stress as during the summer camp.

The first few days went by without any incident. On Thursday I mentioned to Roel (Nicolás was travelling to the Netherlands at that moment) that Gaston would stop by on Friday for the introductory conversation. So Roel proposed we would sit together and discuss my learning goals once more to have them clearly mapped out for Friday. We delved deeper into my learning goals to look for the underlying issue. This way we would have a better understanding of the bigger picture instead of the symptoms. When we started to talk about the first goal (learn to handle criticism) the underlying problem quickly came to light: my insecurity. At that moment, the conversation triggered me a lot emotionally, because of the added summer camp experience and previous failed internships. Henceforth the learning goal was changed from: "Learn to handle criticism" to "Learn to deal with insecurity".

I was very upset about feeling insecure. It triggered a lot of old sorrow from my past, sorrow I thought I had dealt with. These emotions overwhelmed me at that moment, and I didn't like feeling them. I felt the intensity of my insecurity did not fit the current situation. The reason I felt that way, was because I was reminded of my high school days and the bullying that took place there. After the conversation with Roel, he informed Nicolás about what was going on and Nicolás called me personally to let me know that there is no pressure at all and to take it easy for the coming days.

Friday came and I had a conversation with Nicolás that morning explaining how I felt and recapping the conversation I had with Roel. He once again reassured me to just relax for now and asked questions about the workload. In the afternoon Gaston came and he was informed of the situation at hand. I also talked about my feelings and explained the impact the previous experiences had on me. I noticed that when I had expressed my feelings everyone was very understanding, and it was made clear that there were no expectations to be met yet. Hearing this gave me some room to breathe and relax. Furthermore, we decided to lower my hours for the time being, I looked at my own schedule and could fill it in the way I felt comfortable. However, I was only able to do this if I would still learn as much as my fellow classmates. On top of that, me and the team made a deal to be more open and clear of our expectations towards each other.

After the conversation, the insecurity ebbed away the next few days as I became more confident in my skills and my place within the company.

## Duties

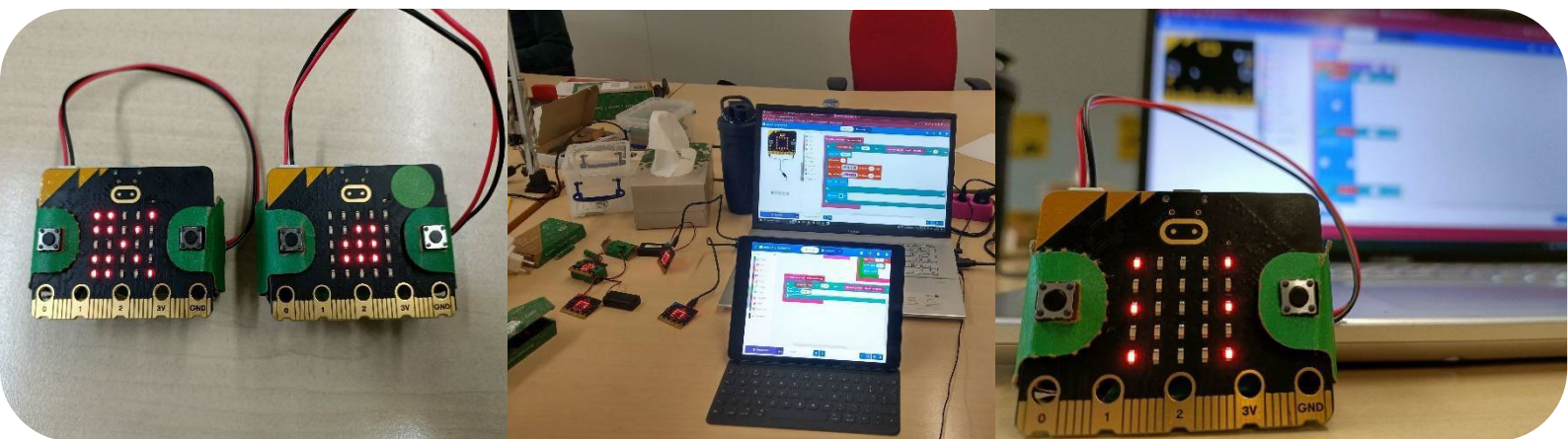
My focus during the internship shifted as I worked longer at the company and because the focus of the company shifted as well. In the beginning galactIQ Education was starting up their lessons again and they needed new teachers. This required me to organise interviews with the job applicants and react to their emails. Once everything was up and running within galactIQ the focus became more on creating new lessons. I slowly started making some lesson plans in google docs and I was testing new technologies to see if it could be made into a lesson. Eventually after a few weeks I started making lessons on the galactIQ Education platform itself. Around week 7 I started on a personal research project in which I would research the added value that galactIQ Education has on the current mathematics curriculum. Next to these activities I also substituted some lessons.

## Learn new technologies

The ICANCODE school has been around for about 5 years. Because of that, we have students that have been receiving lessons from us for about 5 years. These students are already quite advanced in their learning abilities and it's our job to find new technologies to teach them. Before we can implement these technologies, we have to test if we're able to create a lesson plan out of them. That's where I came in.

### Micro:bit

In the 3rd week Nicolás had ordered some micro:bits. They're comparable to a compact and easier to use Arduino. It has a LED screen, buttons, loads of different sensors and you can even send signals to other micro:bits. I was quickly convinced, after starting to work with them. It was so fun to work with it and figure out how to come up with a lesson plan for these little circuit boards. The cool part was that, just like Scratch, micro:bit works with coloured coding blocks. This way it's easier for kids to understand how to program the micro:bit. The program itself is also online which makes it more accessible for schools to work with (they don't have to download anything). I think the coolest thing about this is that you can get really advanced with these micro:bits if you want to. You're able to connect them to Scratch to make a controller or unlock even more features when writing the code in Python.





Most importantly, not only did I learn a new technology, but I also had to explain this technology to the team. Which meant I was working on two of my learning goals:

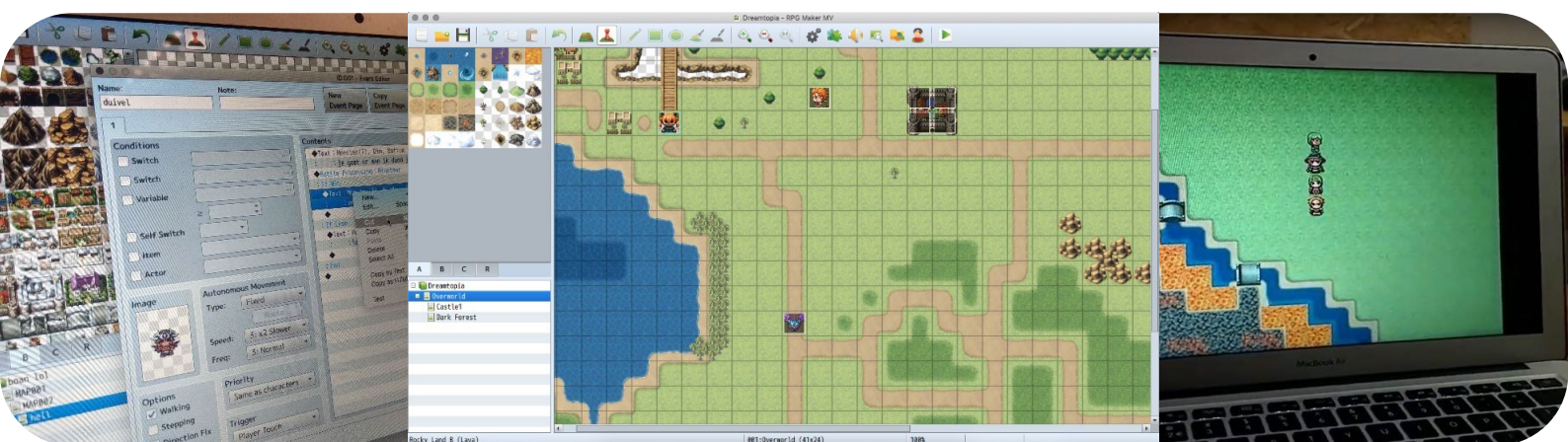
- Making progress in coding/programming
- Learn to do presentations

I did notice I was having a bit of a hard time explaining the software well. This is because my brain works fast. On one hand it's amazing, I learn a lot very quickly and when I encounter a problem, I am very quick at solving it. On the other hand, I then sometimes forget how I had solved that problem in the first place or that I coded in a certain way to avoid that problem. When that happens, it becomes harder for me to explain the basics of the code.

Eventually, with the help of Nicolás and Roel, micro:bit was the first lesson I made on the galactIQ Education platform, which was really exciting. It took a while to figure out the galactIQ Education tool, but I had a lot of amazing help from the team with this as well. I will go more in depth about lesson making later in the document.

## RPG maker

In week 6, 3 weeks after the micro:bit, we had to start searching for a new technology to teach the kids. Nicolás bought a license of "RPG maker RV". It was my job to figure out how it works and if it would be viable for galactIQ Education to integrate it in their curriculum or not. Again, I really liked working with new things and figuring them out. On top of that, RPG maker addressed 2 of my hobbies: gaming and storytelling. It was really easy to lose myself in the program, you could make your own RPG world, characters, houses, monsters, dialogue etc... The fun part was that I could already test the program with one advanced student. He liked the program as much as me and got really into it as well. It was fun to discover and explore the program together.



Eventually RPG Maker wasn't a viable option as lesson plan for galactIQ Education. Schools would have to purchase a license and install the program on their computers before they can take a lesson on the galactIQ platform. This is too much hassle for schools and may be too expensive for the output you get as well.

The program might work as a workshop for the ICANCODE SCHOOL. Because we have our own computers, we can install it on, it would be a one-time investment. For now, the investment was

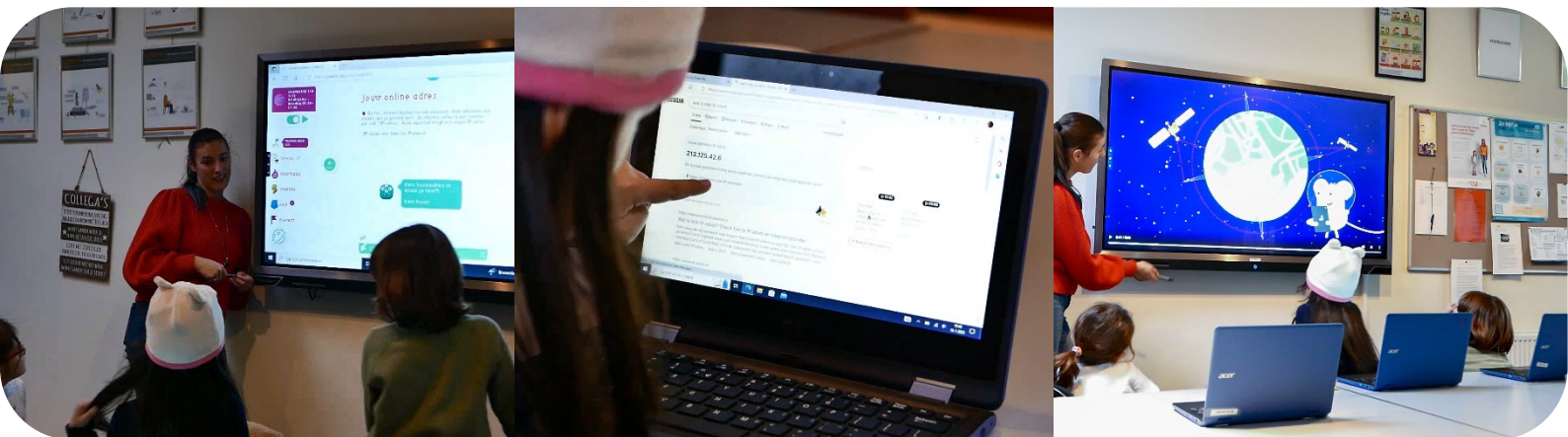
still a bit too expensive and the way of coding within the program was not how galactIQ expected it to be. They were searching for something a bit more advanced.

## Teaching

At the beginning of the internship, I did not get my own group to teach. Not because I could not do it, but because I would not be able to teach for the whole year. The group would then have to get used to a new teacher after the internship. On top of that, after the summer camp incident I didn't feel as confident in my skills at first.

However, after a few weeks, I was asked to substitute a group of 3 kids at the Aloysius school because we had a few sick teachers. I covered the lesson and ended up teaching the same group at the Aloysius school for several weeks in a row. This group did not yet have a permanent teacher, so I could run the class for now. This took some getting used to at first, mostly because of the age of the children (7 years).

As I shortly mentioned earlier, I have been teaching the kids' group at my local theatre club for about three years. These kids range from 8 to 12 years old. So, my comfort zone is much more with this age group. The first lesson with the kids at Aloysius was a bit awkward at first, we all had to get used to each other, but every lesson got better and better. Since we haven't found another Dutch teacher yet to take over the group, I have now become the regular teacher for this group. Should it be possible to combine this with school, I would like to continue teaching that group even after the internship.



It is really cool to notice how I am also becoming more comfortable teaching a younger age group. In addition, seeing them become more comfortable with me and improving on their coding skills is amazing. Apart from the group, teaching using the galactIQ platform gives me an invaluable insight into the teachers' user experience and in what way we can improve it. This way I also have a better understanding how the lessons work and what I need to know to create the galactIQ lessons.

## Lesson making

After a few weeks I already started creating lessons. Not yet on the galactIQ Education platform itself, but in google documents. The first lesson I made was about Arduino. As a guide, I was given a document that Roel had prepared earlier for the summer camp. This document explained Arduino briefly and quickly. It was up to me to better draft this document, so it was clear for the teacher what had to be done. The lesson was used by a few of our advanced groups, but we noticed that the step towards Arduino was a bit too big of a leap. So, we were searching for an easier form of robotics for the kids. This is where the micro:bits came in.

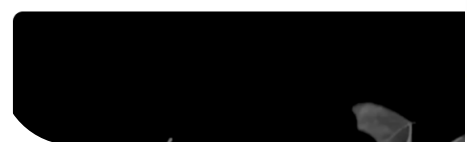
## Micro:bit

As I mentioned before: a few weeks later Nicolás had ordered the micro:bits and I started to work with these micro:bits. Nicolás then made the first two micro:bits lessons, he asked if I was able to make the third lesson. I really wanted to do it and it was very excited to put a lesson on the platform that would be used to teach later that week. But when I wanted to start on the lesson, I noticed I froze in place and my thoughts were racing; I didn't know where to start. After mentioning this feeling to Roel, he helped me to make a step-by-step structure for the lesson. It was really nice to have that structure in place, so I could concentrate on the content of the lesson and how to make it. It took a lot of time to get the lesson looking and feeling like the other galactIQ lessons. Some steps needed to be redone afterwards, because I had used the wrong template. But after all it was super fun to do. Through this, I learned much more about how galactIQ teaches a lesson to the kids and how they are structured. The following week I created the 4th lesson for micro:bit, again this time Roel helped with the structure of the lesson beforehand.

## Bats are great!

Just like the micro:bit sends wireless signals, animals communicate in loads of different ways. Bats for example, make use of echolocation. They send out a sound and based on the echo they receive, they know how big or small something is, how far it is and even what texture it has.

...but wait, wait... bats can also recognise each other by their voices, just like we can with our voices. The sounds the bats make are normally too high for humans to hear but in the video below the sound is toned down for you to hear them.



### EPISODE 3

#### Super Sonar

Robotics

PHASE 2 | GAME DEVELOPMENT 2 (10-13)



COMPLETED ✓

## The human sonar

Let's communicate like bats, to show your students how they use echolocation through sounds, let's play a quick game in the classroom:

Let kids stand up and find a different spot around the classroom. Do not get too close to each other. Ask kids to cover their eyes with their hands.

Teacher will stand in the center of the room wherever he/she wants and will produce a sound like 'ping!'.

Kids with their eyes covered will point with their fingers to the place where they think the teacher is at (where the sound came from).

Now it's time for them to open their eyes and see how far off they were... did they point with their fingers at the place where the teacher is at?

Now you can now try from different locations. **This is how bats communicate themselves!**

## GitHub

After the 4th micro:bit lesson, galactIQ always switches to a different topic, in this case: web development. They wanted to challenge the advanced groups more and have them create their own website that they could see live. In the first lesson, which Nicolás created, they got a recap of html and CSS and learned what servers and FTP clients are. However, while teaching that lesson, the teachers experienced problems with the chosen FTP client. At that point, I suggested they could use GitHub for the purpose they wanted to achieve. Since I had the most



understanding of how GitHub worked, Nicolás suggested that I could create the other 3 lessons. And so I did.

github uses html and css f

HTML and CSS are different files? Yes, and to be file types. But what are file types?

**For example:** If you save a Microsoft Word document, it's something like this: "Document1.doc". The ".doc" let's know that this file needs to be opened by Microsoft Word. If you save a song on your computer, it probably ends on ".mp3". The computer knows it's a sound file and which apps it can open.

The same goes for .html and .css, these file types let the browser and/or browser know how they should be read and opened.

**Brainstorm:** What other filetypes do you know of? Ask the teacher's help for inspiration.

### EPISODE 4

#### Sign your website

##### Web development

###### PHASE 2 | WEB DEV MISSION 1.1 (10-13)

LOCKED

### the truth about external css

Why do we want to use external css instead of inline? (multiple answers possible).

tip your answer here

SUBMIT

- keeps our code more clean
- It's easier to edit your code
- The browser reads external css quicker than inline
- style the same tag by using one selector

Again, this was really cool to do, and I learned a lot about how they explain certain concepts, what are good questions and I got more and more used to the platform which made me more efficient in creating the lessons. With all these lessons, Roel helped me each time to create the structure for the lesson in advance. I noticed I became more efficient in making the lessons and knowing better what template to use for which step.

## Personal Project

Research the current mathematics curriculum and how galactIQ Education can implement these requirements into their platform.

In week 7, I started my research project on how galactIQ Education could be an addition to the current school maths curriculum. So, I dove into the curriculum world. I perused many websites and articles about the current curriculum and upcoming changes. During this research process I interviewed someone from SLO, SLO makes the curriculum guidelines in the Netherlands, and a primary school principal to get a better understanding of both points of view. The ultimate goal of this project was to gather more information for galactIQ Education to know if their current way of teaching will still be relevant in future education.

19 a De lengte van alle ribben is 2,2 cm. De hoeken zijn allemaal recht, dus is PQRS een vierkant.

b,c

De lengte van een cirkel is hetzelfde als de middellijn. De omtrek van een cirkel is hetzelfde als de straal. De oppervlakte van een cirkel is hetzelfde als de middellijn.

Je ziet een tekening van de Pharos. Welke figuren herken je? Welke figuren herken je?

vuurtoren van Pharos

Ruimtefiguren 41

Like most research projects, after you've done some research, you come to the conclusion that everything is a bit different than you expected. I started out by assuming that galactIQ had enough math lessons to be seen as a substitute for mathematics lessons. That's what galactIQ thought at the time. But I found out that galactIQ Education does not always achieve the right guidelines for being a math lesson. After that research, the goal became to create 4 maths lessons for the galactIQ Education platform.

This process of creating lessons proved to be more difficult than expected. Each time we discussed the ideas for mathematic lessons within the team, the topic of the lesson changed. I could not make up my mind of what I wanted to create, because of all the input and feedback I received. As a result, I found it difficult to create structure.

When I created the micro:bit and GitHub lessons, Roel always created the structure with me beforehand. Because of that I hadn't noticed that I was having such a hard time with creating a structure. The lack of, resulted in me not knowing what to do, so I side-tracked and started working on little details. In addition, I found it very difficult to estimate the level of the children and create my lesson accordingly. But eventually you have to make a decision and test the lesson.

### Wat is een plattegrond?

Als we onze eigen droomkamer willen ontwerpen, dan is het belangrijk om een **plattegrond** te tekenen.

**Debatteer:** Wat is een **plattegrond** en waar **dienen** ze te worden gebruikt?

Voor antwoord zie de volgende stap ➡.

### EPISODE 1

#### Vormen en hoeken

Mathematics

PHASE 2 | MATHS MISSION 1.0 (4 & 5)

LOCKED

### Weten = weten

**Plattegronden** staan er altijd **afmetingen**. Die afmetingen geven de grootte van de ruimte aan. De afmetingen worden gegeven in centimeters of millimeters weergegeven.

De afbeeldingen hieronder ➡

**Opdracht:** Zijn deze afmetingen in millimeters of centimeters?



It was enormously frustrating that I couldn't get myself to put a logical structure to it. The problem was that I didn't know what logical steps to take to get to the end result. I knew what I wanted the kids to make at the end of the lesson, but I didn't know what information they needed, to reach that point. At the same time, I wanted to explain way too much at once. Finding balance is the key word here.

The reason it was so frustrating is, because I didn't understand **why** I couldn't do it. I knew I was smart enough, but somehow I couldn't wrap my head around it. I had a conversation with Roel about the problems and frustrations I was experiencing. During that time, I was also exploring the possibility that I might have ADHD, which would explain a lot. The frustrations took up so much time that I didn't want to rush to project. I wanted to create a lesson with a good flow and structure.

## The test session

In the final weeks of the internship, Roel encouraged me to still finish one lesson and do a test lesson. So I worked two days on making the lesson work on galactIQ and I finished it. So on Friday the 13<sup>th</sup> (of all dates) I taught the lesson to 9-11 year olds. In class, I taught them about floor plans, dimensions and how to read them. They had to draw their own floor plan of their dream bedroom within a set width and height. After they'd drawn their floorplan the idea was to re-create their floorplan in Scratch.



They loved the part where they could draw and create their own room, but I noticed I quickly ran out of time to explain the Scratch code. Next time it would be better to go more in depth in floorplans and to explain the assignment better. Right now, the idea was that they had to draw the shape of their room with a few corners in it. This way it would not be a rectangle and more of a challenge to re-create in Scratch. But only a few of the kids actually did that, others would assume that the borders of the grid were their walls. But after they had drawn their map there were 3 questions on the bottom about scale and perimeter. The interesting part was that the questions scaled in difficulty, so the first one almost all of them got it right, the second one they did fill an answer but did not fully understand the question and the last question no-one filled out. Mostly because they didn't understand and we ran out of time.

## The takeaway

The biggest conclusion is that this pilot lesson has shown that, with some adjustments, it is possible and more interesting for children to learn maths the galactIQ way. Instead of practising dry sums from a book, they had fun and were highly engaged in making their own room, while still working and calculating with scale, measurements and dimensions.

# Reflection

One thing is for certain, I will end the internship differently than when I started it. I've learned to cope with my insecurities regarding past internships and my own skillset. On top of that I have started my ADHD journey and we'll see where that takes us.

I have been welcomed to an amazing team and I felt very lucky to do my internship at galactIQ Education. They are a very open team and were very patient with me and my emotions. I was able to explore different parts of myself professionally and personally. Which leads me to my learning goals. You can find a half-way internship update of my learning goals in the [attachment](#).

## Learning goals

### Personally

#### *Dealing with insecurity*

**Recap:** Since I mentioned that I felt insecure during the first week meeting, the feeling was starting to wane. At a later point during the internship, I felt very insecure again. This was because a lesson had to be made quickly, in two days. At the time, I was just starting to get to know the platform, so I sort of froze and panicked because I didn't know where to start. I noticed and recognised this feeling about myself. I then mentioned this to Roel, and we went through the structure of the lesson together. This gave me a clear vision of the lesson and I was able to get started.

Right now, I'm making progress and learning a lot about myself and my limits. I know better where my limit is and get better and better in recognising it. At that point that I might only need a 5-minute break instead of half an hour. On top of that I have to learn to separate my work from my self-image and learn to presenting confidence in my own work without it hampering me. But this last bit is a new learning goal of its own.

**Now:** Luckily, I haven't really felt insecure since. Now that I have the success experience from this internship, I hope I will be able to relax more in future jobs, let the insecurity be and be more confident in my own skillset. Mentally I know I have what it takes, but to feel it emotionally is a different story. It's part of a journey I've been on for quite some time, but I have a feeling this internship really helped me progress further than ever.

#### *Taking breaks*

**Recap:** I made a planning in which I scheduled my breaks and my days off. I noticed that after a few weeks I wasn't in need of extra breaks anymore and didn't look at the planning any longer. On top of that I have made improvements on noticing when I'm in need of taking a break. Which is a slightly different way of wording. Sometimes it's okay to just continue working and sometimes you need more breaks throughout the day. It also helps that we're in a work environment where everybody takes a lunchbreak together, this is a nice way to break the day in half.



*Now:* At the start of the internship, I would get emotional quite often and I would need more and longer breaks. I would only tell my limit when I'd already surpassed it, which was too late. Now I know better where my limits are, and I will speak up when I've reached them. I think taking a break and time-management will always be tricky for me if it turns out I have ADHD. I have noticed that when someone is in the room with me, it helps to keep me concentrated. They function as an external motivator. I myself also take a break more easily when the other person is also going.

Regarding the limited hours schedule I set at the beginning of the internship, it didn't change much. I started out with working from home on Wednesday and Friday mornings. But I noticed I got way too distracted at home and the time was too short to really feel productive. I then changed my schedule to working full days on Monday, Tuesday and Thursday, being free on Wednesday and working until 15u on Friday. This really helped to reduce the stress for me that I felt during the week. The reason for this is simply because I'm very busy and I have a lot of hobbies. I'm very lucky it was no problem for school and galactIQ to have a reduced amount of hours.

## Professionally

### *Making progress in coding/programming*

*Recap:* New coding languages/programs I've learned are: Scratch, Micro:bit (which is like a smaller and easier Arduino), Python, RPG maker, google sheets and probably more. It might not have been exactly what I was expecting, but I have learned and am still learning a lot of new skills. A lot of these programs use visual coding blocks so it's easier for kids to understand the different coding concept, the fun part about this is that even if you have coding experience you still get a better idea of coding concepts. I will continue to learn and improve on the new skills I've learned.

*Now:* I've taken a dive again into GitHub, HTML and CSS. It was fun to explore the CSS animations again. I've also explained to students how an FTP client works and how student can see their website live. On top of that I have given lessons in Scratch and explaining them to 7-year-olds. Which made sure I really had to get down to the basic coding concepts for them to understand how the program and coding works. The more you explain code, the better you are at understanding it yourself. Especially when you have to explain basic coding principles to younger kids.

### *Learn to hold a presentation*

*Recap:* I haven't hold presentations in a 'PowerPoint' format. However, when I had to figure out a new technology and update the team about it, I was presenting the technology and features I had found. I also joined in on the open day that was being organised at Qeske. At the open day there were all kinds of different people, and I was telling them about galactIQ Education; what we do and how we work. I do get a bit nervous in the beginning, but after I've told my story a few times I don't feel so nervous anymore.

I also taught a few classes to children, which counts as presenting information. However, prior to the internship, I knew that I had no problem talking in public, whether it is my class or teaching a lesson. The underlying problem here once again, is my insecurity. In this case when it comes to presenting my work to someone else and being afraid to be judged.

*Now:* I still have some issues receiving feedback or criticism on work I've done. I noticed I take it really personal, and I have a hard time separating the work from my self-image. It feels like I'm being personally criticised instead of the work I've done. So, this still needs a long way to go. However, teaching in front of a class or promoting the company are things I don't have issues with. Sure, in the beginning I can find it a bit anxious to present in this way, but mostly after a few minutes this feeling passes. So, it's safe to say that I've reached this learning goal, but it wasn't really a learning goal to begin with. It's the same learning goal as "learn to take criticism" with the same underlying problem: insecurity.

## ADHD

I find it important to highlight this part of the internship. I had thought about having ADHD before, but I always thought that I didn't have it because I have lots of friends with ADHD and I didn't relate all that much, or so I thought. When I started the internship, I noticed I had trouble paying attention during the meetings, mostly when it was about a subject I didn't know much about. One evening I looked up the symptoms of ADHD and started to pay closer attention to what I do. I then started to notice more and more things: I fidget A LOT, I move a lot on my chair, I definitely have a hyperfocus when trying out some new technology, I had trouble keeping concentrated on my work when Roel and Nicolás would leave the office earlier (because they had to teach) and eventually having trouble with creating structure smacked me in the face. All these things added up and not only in the internship, I noticed them throughout my life, I've just never stamped them as ADHD but more as: "Clumsy", "Enthusiastic.", "Spontaneous" and "Go-getter".

I have gone to the doctor, done a screening test, discussed the outcome and was being referenced to ADHD Centraal in Maastricht. Not until July will I have a diagnosis day, until then I will try and see things from a different perspective. One way or another I can at least say that I've learned that I struggle with these things, ADHD or not.

## After the internship

I notice that I really liked the internship and their mission. I noticed I like the teaching aspect, creating the lessons and feeling like I'm adding to society. However, I'm not sure yet if this is the path I see myself doing for years to come. I think I'm still missing some aspect, but I can't put my finger on what it is I'm missing. Which is fine, my interests and hobbies will always be changing and I'm still figuring out where my place is in society. After the internship I will first off still be focussing on school and following the minors: 'Immersive Design' and 'Education and Media'. After those minors I plan to follow: 'The Narrative' and 'Game Design'. After that it will finally be time to start writing my research thesis and graduate.

## Conclusion

During my internship at galactIQ Education, I had the opportunity to work with new technologies, teach kids, and work on a personal research project. I also made progress on my learning goals of dealing with insecurity and taking breaks. Regarding the insecurity, I learned to recognize when I was feeling insecure and to ask for help when needed. I also learned to be more confident in my own skills. In terms of taking breaks, I learned to notice when I needed a break and to speak up about it. Lastly, I found that a structured schedule and having someone else present to work with, helped me to stay focused and motivated.

One of the highlights of my internship was the opportunity to teach kids. I was and still am teaching a group at the Aloysius school, I enjoy the experience of helping them learn and improve their coding skills. This way I also gained valuable insight into the teacher's user experience. Working on the galactIQ Education platform and learning how to making the lessons, helped me to understand how the lessons were structured and how to work with back-end services.

I also had the chance to work on a personal research project, in which I explored how galactIQ Education could be an addition to the current school math curriculum. This project allowed me to dive into the world of curricula and to interview experts in the field. I learned that galactIQ Education has the potential to be an effective tool for teaching math. Based on this research, I worked on creating four math lessons for the galactIQ Education platform. This process proved to be challenging for me as I struggled to create a structure for the lessons and to estimate the level of the children.

My internship at galactIQ Education has provided me with valuable experiences that will stay with me in the future. Through my work with new technologies, teaching, lesson creation, and research, I have developed more confidence in my skills that will serve me well in future jobs. The confidence I have gained as well as a new perspective on myself, will help me to approach new challenges with more ease and understanding. Overall, my internship has provided me with a lot of invaluable learning opportunities that I will carry with me throughout the rest of my professional and personal life.

In summary, my internship at galactIQ Education was an amazing and educational experience. I learned a lot about myself and about the field of education. I am grateful to have had the opportunity to work with such a talented and supportive team, and I am sure that the skills and knowledge I gained during my internship will benefit me in the future.

# Appendices

In these attachments you will find my A. Journal which describes every week what I have done, what my obstacles/dislikes were and the flows/likes I experienced that week. Secondly, I have put in my learning goals from when I started the internship, they're split into professional and personal learning goals. Lastly in attachment C, you will find my halfway updated learning goals where I shortly recap my learning goals and update how I've worked on them up until then.

## A. Journal

For context, I started writing this log in week 5 (29/09/22).

### Week 1 – 29/08/2022

The first week of internship was quite a rollercoaster. First couple of days went fine, I kept myself busy going through galactIQ Education's website, their socials etc. I also got introduced to the program Mailchimp and went through and adapted some galactIQ Education lessons (translations). On Thursday I talked with Roel about my learning goals, and this triggered my insecurities big time. We also discussed this with Gaston and Nicolás on Friday. It was a very nice conversation.

#### Obstacles/dislikes

I wouldn't call it a real obstacle, but what I ran into was my own bar that I had set too high for myself. This was because I did not know what was being expected of me, because of this uncertainty it triggered my own insecurity. Causing me wanting to do too much. Luckily it quickly settled after the conversation.

#### Flows/likes

I don't think I already had a real flow this week, but I liked learning about the company and other new things. I thought it was already awesome to already make some minor changes to the live platform.

### Week 2 – 05/09/2022

This week I concentrated on doing marketing research, sent out emails to parents that the galactIQ Education lessons were starting again. I also learned myself to program a bit with google sheets, so I could make an attendance sheet for the teachers and students. It was really cool learning myself a new skill. As programming with google sheets/excel was something that looked really cool to me, but never had the chance/reason to look into it. Furthermore, I translated a brochure. Did some more translating and minor changes to the galactIQ Education platform. I also took over a lesson on Friday. All in all, it was a nice week.

#### Obstacles/dislike

Because I'm writing this journal at week 5, I don't really remember if I had any obstacles or dislikes this week. I think most of it went fine, I was still trying to acclimatize to my role inside the company and learning to be more confident in my skills.



### **Flows/likes**

A flow I really noticed was when I got into learning how to program within google sheets. It's a thing I can really lose myself in, not only the coding part, but also making it clear for everyone to use. So, a bit of perfectionism I do have, I can really get lost in the details and making everything smooth and optimised.

### **Week 3 – 12/09/2022**

This is the week I really got promoted to secretary. I was already in charge of the hello@galactIQ Education email address, but Nicolás also sent a teacher job posting to several agencies. When the applicants started flooding in the inbox, I made a google sheet to organise them and make appointments with every one of them. Furthermore, I updated our teamwork tasks and also checked a few done. Because there were a lot of old tasks that were already done or change goal. Also, I played around this week with a micro:bit that Nicolás ordered. That was really fun to do. I got the feeling I was really getting the hang of it and finding my spot in the company.

### **Obstacles/dislike**

Again, I don't think I really noticed any obstacles this week. Any dislikes... hmm I don't mind sending emails or making an appointment, but there's a reason I didn't choose for the administrative study. It's okay to do, but in moderation. It also felt a bit strange to mail the applicants in the beginning, as I myself am not that long with the company yet. But it only involved making appointments and that's it, I didn't need to scan the applicants, just invite everyone. So that was easy enough.

### **Flows/likes**

I had a lot of fun playing around with the micro:bit, although I would've liked to play with it longer. I did get in a flow with the emails eventually, sometimes it can be nice to do repetitive work. It's not something I mind doing and is also something I'm quite good at.

### **Week 4 – 19/09/2022**

Gone off to the work week of Zuyd. Mentoring the 2<sup>nd</sup> years.

### **Week 5 – 26/09/2022**

As I stated in week 3, I finally had the feeling I was finding my place in the company, but just at that time I went off to work week. I really noticed when I got back things had changed, so I had to catch up a bit. But after a day, I was already on track again. I answered a few mails and organised some things with the applicants. But I also started writing a lesson plan for Arduino in 4 episodes. I also noticed this week that my attendance sheet is not sustainable in the long term with changing students, so I want to find a new system that works (there are enough free apps out there). And after a talk with Roel about how it's going and my own project, I also started writing this journal, so I can keep track of my personal growth that otherwise might have gone by unnoticed, which would be a shame.

### **Obstacles/dislike**

A minor obstacle this week was getting back into the flow again. Only the first day I was struggling a bit with finding something to help with, because at the meeting Monday I noticed a lot of things needed to happen, but I didn't really know how to help. Luckily Roel gave me the Arduino lesson project. Also, too bad that my google sheet doesn't suit our needs, but it certainly was a fun learning process, and until we find something else it'll do.

Something else that I'm starting to notice, is the lessons do really ask a lot from me. I think it's because it is a totally different way of teaching than I'm used to (theatre). Also, I sometimes lack the knowledge to really explain it well, in my opinion. But it's a growing process. I also don't know the kids that well yet as I do with theatre. I remember theatre was also quite a struggle in the beginning.

### **Flows/likes**

I really got into the flow with making the Arduino lesson, it's also a good reminder for myself how Arduino works, because in school we only got the basics of Arduino coding, we worked mostly with java (processing). I am also in the flow writing this journal, I also like the term journal more than the Dutch: 'logboek' (log), as this feels more like a journey.

### **Week 6 – 03/10/2022**

This week I started with organizing the groups again in a more overview way, so teachers also have a way to easier access their groups and check availability. I was quite fun to organize everything, I hope it will actually be of good use as I put a lot of time and effort in it, but only time will tell. Furthermore, I started exploring a new program that we bought called: "RPG maker MV". It's my job to figure out how it works and if it's viable for us to integrate it in our curriculum or not. I really like it so far; it was quite a heckle to get it installed but eventually it worked out. I could also already test this out with a student, that was a lot of fun.

### **Obstacles/dislikes**

What I notice about the organizing stuff is, I'm really good at it and I can get really focussed on getting it right, but it doesn't have the same reward as making lesson plans or playing with new technologies. It's not a passion of mine. I do think it is important to get your stuff organised and it's okay to spent time getting it nice and clean, but after that I don't want to have to worry about it.

Another thing I'm thinking about is my planning. I don't think working half-days from home is the way to go, as I don't like the working space as much as at Qeske. I get distracted a lot at home and I don't feel as productive. So, I'm thinking about keeping the Wednesday free, so I can do some chores and stuff. But come in on Friday and leave at 3, this way I can also see Renske as she is also part of the team and I love to chat and work with her.

I talked about the planning, and I will change it next week.

About teaching, as I stated the prior week that I was having some trouble with this. I notice I'm not having as much fun with teaching as I thought I would've. But I've been thinking, and I think it's because I don't have a set group yet. I've been substituting here and there, so every time I

have to get to know students and the group dynamic. It's not that I don't like the teaching part, but mostly I don't know their process, where they've come from, where they're at and where exactly they need to be going. I have a vague idea, but if you're there from the start until the finish you can really see how much they've improved and learned. Also, when you know the group, it gets easier to manage and it becomes more fun for them and you.

### **Flows/likes**

I really love to play around with new tools, it gets me excited, and I get to learn new stuff. The new "RPG maker" even more so as I get to delve into the two spare-time hobbies I have: games and theatre (storytelling).

### **Week 7 – 10/10/2022**

This week we started brainstorming about an idea for a Halloween event we can do. I also started my research on ways galactIQ Education can add to the current mathematics curriculum in schools. We also have micro:bits for a few weeks now and I took a few hours to think about ways to make the micro:bits talk to each other, so we can use it in the Halloween event. I also read through all the minors, from school, so I could make a choice which ones I wanted to partake in. Furthermore, I delved a bit into python, so I could understand the language a bit better, as we give lessons in python and this way, I have a better understanding of what is possible to do with python. Lastly, I called up the school ZieZo, that I gave VR lessons to in 2.3-2.4., to ask them if they would be interested in our after-school club.

### **Obstacles/dislikes**

This week I noticed one 'obstacle', that was calling ZieZo. You basically have to kind of sell and also not sell your services (I don't study sales for nothing). But eventually it went well, maybe not as smooth as I'd hoped. It's hard to pinpoint what I'd hoped for exactly, it might be just my insecurity talking as I did get the teacher on the phone, and she discussed our services with the team and the director. We did not get in yet, but still it's nice she took the time out of her schedule to check. I also noticed a dislike: I had to stop working on the Arduino and RPG maker lessons as they don't have priority now. So that was a bit too bad, buuut I can work with other cool stuff :D.

### **Flows/likes**

It was nice to delve into literature studies again. At first, I was a bit afraid I wouldn't like it, that I would be bored, and that the information would be too dry. But so far, I don't have any issues. This week I started with my new planning, Wednesdays free and I like a lot. It feels more relaxing and doable. I liked working with the micro:bit, as it is new technology again (I'm getting spoiled) and figuring out how we can use it with the kids was fun. I like researching and figuring out why something does or doesn't work. a

### **Week 8 – 17/10/2022**

This week I started with creating a micro:bit episode for the galactIQ Education website. It was quite exciting to do! Wednesday, we organised an open day at the Aloysius school in Maastricht. It was a lot of fun to show kids a little bit of programming and Lego's. We were there to enthuse

them about the after-school clubs that we were going to start. Furthermore, I worked on my project and had an interview with someone from SLO. That was my week in a nutshell.

### **Obstacles/dislikes**

An obstacle this week, I clearly noticed, was when I had to make the micro:bit episode. There was a bit of pressure because it had to be done by Wednesday. I panicked because I didn't know where to start, I noticed my thoughts were going everywhere and I just kind of froze in place. So, I told Roel and together we made an order of the steps for the episode. This was really nice and helped me a lot.

Also, a bit nerve wracking was the interview. I had the feeling she had a lot of information and a lot to say, but I'm not really sure if I got the answer to my questions that I wanted. It was hard to get back to the topic. But on the other hand, I do have a lot of extra information that I would've otherwise never thought about. She also gave me extra sources where to find information. So, it feels a bit double.

### **Flows/likes**

Despite the panic from the micro:bit episode, it was fun making it on the galactIQ Education website and learning how to make it. What the thought process is behind it, seeing it actually live on the website and it was being used in the lesson as well.

## **Week 9 – 24/10/2022**

This week was fall break, also for us. We got a few days off, but we came in to work on Thursday and Friday because we had a special event planned for Halloween on Sunday. For this event I also made and tested the micro:bit code and put it in a document step-by-step. Send out a few emails and translated mails. I did get feedback after Sunday that the order of my code should change a bit for it to make more sense and that some parts were a bit too hard to explain in the amount of time. But all in all, the kids had a super fun day, which is nice to hear.

### **Obstacles/dislikes**

No obstacles these days, just a lot of working with micro:bit.

### **Flows/likes**

I didn't mind working with micro:bit. I like doing it so... this was a very easy and laid-back few days.

## **Week 10 – 31/10/2022**

This week is started with making the fourth and last episode of the micro:bit. I made sure that galactIQ Education got featured as a digital literacy tool on the SLO website, which was kind of cool. Tuesdays are now my project and school days. On these days I really focus on my project and stuff that needs to be done for school like the report or midway evaluation. On Thursday I had an interview with a director of a school for my project and most of the day I was working on implementing that information in a document. At the end of the day, I noticed my brain was

getting fried by only processing information, so I switched to coding some micro:bits for the opening of the 't Atelier in Qeske. Most of the Friday was dedicated to setting up for the opening.

### **Obstacles/dislikes**

What I noticed at the meeting at the beginning of the week, is that I find it hard to sometimes really add something to the conversation. It feels like I'm missing information and history about certain topics, like when they're talking about calling schools, sales, what is the next step. I really want to add something to the conversation and be 'valuable', but I also think it's okay to just listen, as I don't know everything yet. When there's a topic, I do know something about I will join in on the conversation, which is fine.

### **Flows/likes**

I don't have a specific activity this week which I was like yes! I notice that I am in a general flow in everything that I do. Of course, I need to take a break here and there from certain activities. But all in all, I do feel like part of the team, despite the feeling I have sometimes about the meetings. I love all the things that I can do here. I'm very free to do my own thing and explore the stuff that I find interesting.

### **Week 11 – 07/11/2022**

This week I have again been creating the basis of a lesson about servers. On top of that I worked on my project on Tuesday by finishing up the research part and start thinking about a setup for the mathematics lesson for galactIQ Education. This was quite exciting to do! But I also noticed, again, a feeling of: "where to start?". Before this feeling turned to panic, I talked with Roel about which subject I should focus on. Now I have more of a concrete idea about the theme, goals and how we can achieve them. This week I also took over a lesson on the Aloysius school, so I had to read through the lesson and prepare it beforehand.

On Wednesday, Nicolás taught the lesson on servers, but unfortunately it didn't work out. He had problems with the hosting of the different servers for the kids, so we had to quickly come up with a filler lesson for the upcoming advanced groups. This is where we started brainstorming and came up with the idea of doing another lesson with micro:bit, but coding it using python.

Furthermore, I applied for the elective modules/minors: Immersive Design and Education and Media. I chose immersive design for 2 reasons: the first most important one is because I've always liked VR and am very curious how we can implement it in different ways. The second one is, because all the other 3.1 modules did not motivate me at all; I had already trouble reading through the description. They were mostly vague in my opinion or did not spark my interest. For 3.2 I chose Education and Media, because it really resonates with my current internship, and again I'm really interested in the different ways we can help education with technology.

Lastly Nicolás filled in my mid-term assessment, which was nice to receive and read through. A lot of positive feedback.

### **Obstacles/dislikes**

An obstacle I had this week was with the server lessons. I don't know much about servers in general, only the basics. To understand that knowledge and then explain it in a way kids can understand it is quite hard. Eventually Nicolás did finish the lesson, but later on we heard that during the lesson the kids couldn't login to their ftp's, so we eventually changed the lesson to GitHub (see next week).

### **Flows/likes**

I also enjoyed teaching the class. Although I found it a bit difficult to connect with them because they were younger (approx. 7 yrs.). Besides, this was also the first time I saw them. Fortunately, the lesson went fine, and they learnt to improve typing on their keyboards. Finally, I am really looking forward to the elective modules and hope to get my first choices.

### **Week 12 – 14/11/2022**

This week I started changing the server class to GitHub. The reason for this switch was that it failed to connect to the ftp client. I suggested GitHub as a replacement, it may not be an 'official' ftp, you can put a website online with it, and that was the main purpose of the lesson. I worked on the lesson all Monday and Tuesday morning, taking screenshots and trying to explain everything in short steps. Roel gave fine feedback on the lesson to make it clearer. I must say I am very proud of the lesson and how it turned out.

On Tuesday, I also continued working on my project, even though I didn't have enough time to work on it much. This was because I had to take over Aloysius' lesson again. The lesson went better this time than last week, which may be because I know the children a bit better now and they know me. On Thursday, I came to the workplace a bit emotional because of stress I had from the night before. I briefly talked to Roel about this, we further discussed my PDP goals and the feedback on my research paper. I decided to make a document where I would update my current goals. The feedback on the research paper was not great, I thought I had done better on my research paper, than was the case. Finally, I took some time on Friday to work on the paper and make it better.

### **Obstacles/dislikes**

So, my obstacle of the week was certainly the Thursday. Because of the stress I had experienced outside of the internship I was out of balance emotionally. I was very aware of this, but it was hard to deal with. Although it was nice to explain and know why I felt so instable, I was able to go through the PDP goals and after that we went through the feedback of the research document. At first, I said I didn't want to talk about the research document, I had already read the feedback and knew it would upset me. Eventually I came around I thought: "I'm crying already from the stress, might as well continue being upset while talking about the feedback." The reason why the feedback upset me so much is because I thought I did well, and it really wasn't. I can take feedback really personal as well, because I hold myself to high standards and I don't want to disappoint the other party as well. In the end it's not that my research was bad, I did find new and interesting information, I just wrote it down badly.

Another thing this week that I noticed is, when I'm alone, I tend to get distracted really quickly. I have more the tendency to go to YouTube and watch a video. This Friday I was alone, and of course you need a break sometimes, but I think I watched videos about half an hour or even longer. While I'm writing this journal it is 15:45 while normally I would go home at 15. There're more reasons why I'm staying a bit later today, but still when the clock hit 15, I thought: "Right, I should finish the journal as well." It's as if my drive to do stuff kicks in the last hour.

### **Flows/likes**

I really liked making the GitHub lesson, as I've mentioned multiple times. I really notice a trend where I like making the lessons. This week I also liked giving the lesson to Aloysius, even though the lesson had a lot of information it really felt as if they've learned something. Teaching kids new things is just an overall awarding feeling. I also notice this with my theatre group, it's cool to see them enthusiastic and growing over time. One thing I do notice with the Aloysius group is that they are somewhat young for me (7 yrs.), I find it harder to really connect with them. But that might also just be what I'm used to from theatre (8-12 yrs.).

### **Week 13 – 21/11/2022**

This week was once again all about creating an online lesson. Last week's GitHub lesson was extended with a new lesson on CSS for their live website. I worked on this lesson on Monday and Tuesday. Since these lessons always have to be finished by Wednesday, I decided to move my project day from Tuesday to Thursday. On Tuesday I had to cover for the lesson on Aloysius again because we had a sick teacher whom Roel had to cover for, so it was more convenient for me to go to the school which I'd already been giving lesson to for 2 weeks in a row. I didn't mind it though.

On Thursday, Roel gave me feedback on the lesson, which showed that the content of the lesson was fine, but especially the order of the lesson was not convenient. We also had a good conversation about my updated learning goals and the fact that I am probably holding myself back too much by setting the bar too high for myself and comparing myself to others. This was a nice conversation with Roel to become more aware of my own ability and doing and try to let go of comparing myself to other people. Furthermore, I spent Thursday on the project, I was making the 1st episode of the maths lesson, but Roel told me it might be better to first take a step back and for each episode (4 in total), make a short description of what subject matter it contains. So, I spent the Friday updating the lesson, and I was really pleased with the end result.

### **Obstacles/dislikes**

I'm not sure I had any obstacles this week. Maybe in a different perspective you could call the conversation I had with Roel an obstacle as in the topics we talked about are an obstacle for me in daily life like setting the bar too high for myself and comparing myself to others, but also finding it important what people's opinion are of me. All these things come together and feed my insecurity. I feel I have this weird opposite dynamic in my brain one side is very insecure, about the just mentioned reasons, but there's this other side that's like: "Fuck it all! You know you can do it! Of course, these people know more about this because they also had to learn, you also need time." So, I got that going for me which is nice (sarcasm intended). But without joking around, it



is way better than it used to be. Before, the second confident voice wasn't really there, so I'm really glad it's there now, but there's still plenty of room to grow in this.

### **Flows/likes**

Well making the lesson this time felt different more independent. Of course, the start was the same: coming up with the structure of the lesson with Roel. After that he mostly let me do my thing, I'm really quick to get into the flow of the lesson making. In my head the order made sense, but as someone who is not in my head, the lesson seemed a bit chaotic... and now that I write it, I'm not that surprised. I did try to go over the lesson again and again looking from a different point of view, the reality is also that it had to be done quickly. If I'd had more time, it might've been more streamlined, but it doesn't bother me much. It was a learning experience, I handled the feedback well and made the right changes in the end it was a much better, streamlined lesson. From which I only can grow to make lesson better and quicker.

Continuing on the lesson note, the lesson by Aloysius was good. The kids know me by now and I know the kids. I still find it a bit hard to connect... but it's only the third time I've seen them, and they've seen me. So, it's understandable, but I have no issues giving the lesson or let them understand the lesson.

### **Week 14 – 28/11/2022**

Monday and Tuesday were again dedicated to creating a GitHub lesson. This time it involved adding a new html page, learning the file structure of a website and finally adding a movie trailer to their new html page. In the process, I once again had to fill in for the class at Aloysius. This was no problem; the children know me better by now and I know the children. They had their second lesson in Scratch where they learned the basics of code, they were very impressed and enjoyed discovering new things.

Thursday and Friday I spent my time working on my project and finishing my first maths lesson. I had some problems writing that lesson which I will write down below in the obstacles section. Furthermore, I emailed the headmaster of Aloysius School, whom I also interviewed, asking if I could test my maths lesson at their school as well as if a teacher would like to look at the lesson with me to see if it is on level with grade 7/8.

Finally, more school-related, the choice of minors was announced. I have been assigned to the minors of my choice: 3.3 Immersive Design and 3.4 Education and Media!

### **Obstacles/dislikes**

As I mentioned, I had some problems working on my project. For the past few weeks, I have been concocting a maths lesson in google docs. Well, I tried to make a lesson plan consisting of 4 lessons, like galactIQ Education. Not all 4 lessons fully developed, but more of an idea of what they are going to learn in those 4 lessons.

However, since I didn't really have a deadline yet, I kept tweaking the document. So Roel set me a deadline that, next Thursday, I would create the lesson on the galactIQ Education platform



instead of on the google docs. I started doing that on Friday, but I found that I didn't really have a clue where to start. Although I had set the goals for that lesson and knew what the end goal was, I was so lost in what steps to take to get there that it really frustrated me. I was also worried about whether the lesson was too easy or too difficult for the group. I talked to Roel about these problems I was having, and we had a conversation about it. He said I needed to look at the goals again, but I told him I had done that and that I had them straight, though I did say I might have too many goals for one lesson. After talking some more, we concluded that I needed some kind of theme for the lesson to start from. Once I had a theme it did help, but I still got stuck implementing the goals and steps into a fun and relatable storyline. So, I left the lesson for what it is, let it sink in over the weekend and will come back to it on Thursday to look at it again.

### **Flows/likes**

It's the same as every week right now. But I like making the lessons and I notice I get better and faster at them too which is a bonus. It's nice to get feedback from these lessons and improve them to be even better. I also like giving the lesson at Aloysius, it's fun to see the kids being so happy and enthusiastic learning new stuff. What I also notice is I'm becoming more and more comfortable inside the company which is of course super.

### **Week 15 – 05/12/2022**

Monday and Tuesday were focused on the latest GitHub lesson. In this lesson, children learn to add a footer to their website and also learnt some CSS animation tricks. In addition, I sent emails via Mailchimp on Monday to our English and Dutch parents for the upcoming event.

On Thursday, I started the maths lesson again. I had started going through the lesson I had till then. I found that somewhere an explanation/transition was not clear: it was about floor plans, and I also wanted to explain the different viewpoints. So, I started in illustrator by making a 3D figure and drawing the different views of that as an example. Then Roel asked me what I was doing and whether I already had a structure. Then I answered 'No...', he didn't mind what I was doing but told me that if children saw my figure, they would probably then want to work with 3d instead of 2d. He came up with some more ideas, but at that point my head says 'error', and nothing comes in or out.

Why my head then 'shut down' I don't know exactly. I think I felt busted? Like: "I know I have to do an overview first, but I can't, so I'm going to do something I do understand and can do". I indicated to Roel that my head was shutting down, this I think was also noticeable. He suggested we take a short break and then we talked some more about my internship: that it's okay if I can't do an overview. So, this is something I am less good at. That an internship is also about finding out where your strengths and weaknesses lie. He asked me whether I wanted to make a structure for the lesson together or try it on my own.

At that moment, my head still hadn't completely rebooted so I hadn't made that choice at that point. I also stopped with the lesson for that day and started looking further into the future of galactIQ Education: which classes we can teach after the Christmas break, which classes are missing from our programme right now, etc....

On Friday, I decided to still try to do another overview of the lesson myself. If this failed, I would then do it together with Roel.

### **Obstacles/dislikes**

So, the clear obstacle this week was once again myself, my brain not being able to make an overview. Which is fine, but something I need to learn to cope with. It's quite annoying not to be able to provide structure, mostly for others. I do know how to structure my own stuff, like my: google drive, work spot and life. But the fact that I myself need structure is quite a new discovery.

Because I always thought I was quite good at organizing stuff, but I think I'm mostly good at organizing stuff for myself. An example of my previous dramatherapy internships, both basically said: "You have to be more therapeutic; you have to give more therapeutic lessons." But I didn't know how and when I asked how, I never really got a clear answer or structure on how to do this. This frustrated me so much, as does this. I think it mostly frustrates me because I kind of feel stupid when this happens, but I know I'm not stupid. "But why then doesn't it work?"

Once again this is a typical ADHD symptom, which I seem to notice more and more of lately. But mostly I now recognize them as symptoms, and I suddenly see these patterns in different and earlier stages of my life as well.

One more thing I noticed with structure, is the additional explanation. Mostly explaining things is something I always have had issues with. The problem is: I don't know where to start explaining for someone to understand the end point.

### **Flows/likes**

The flow this week? Uhm yes, the lesson gets better and better. Not so much faster but, the quality gets better. These lessons work so well for me, because Roel and I always go over the structure together, that's the reason there's no problem there.

### **Week 16 – 12/12/2022**

On Monday, we had our weekly meeting to talk about things that need to be done. I was tasked with creating an email template, telling parents when the holiday starts and ends. There was no need to design a full lesson this week, the groups would continue with their websites and improve them following examples. So, I was allowed to create a simple website with some added code such as: a header, images and CSS animation. I then put this code step by step in a document to explain it to the teacher. Roel asked if I would once again 'fill in' for the Aloysius class, since I knew the group so well by now and he still had some things to finish. I agreed to do the lesson and it went very well too. The kids had more creative freedom to explore the Scratch programme, which made it feel like the lesson went by faster than usual. They said, "Is it over already? Is it shorter than usual?". Of course, that was nice to hear.

On Thursday, I finished the code for the sample website. Then Roel said it might be a good idea

to make a schedule regarding the internship report and the video I have to hand in at the end of the internship. That would give both me and the team an overview of what needs to be finished by when. So, I did that and suddenly it seemed like I had super little time. This is because of the two weeks' holiday in between. Roel gave some feedback on how the planning could be more efficient, I incorporated that feedback and then I got to work on preparing some things like emailing Gaston to ask when we could make an appointment for the end of internship interview, and I read some sample internship reports. In addition, that day I worked on a public galactIQ Education lesson where we show Christmas scratch projects of children to parents.

Finally, we had a meeting on Friday before Nicolás would leave for Spain. I showed Nicolás the schedule I had made, and he agreed, though he did give feedback to put in some more milestones like '1st internship report draft'. We all agreed to also leave the maths lesson for now so that I can concentrate on the mandatory deliverables.

### **Obstacle/dislikes**

An obstacle this week was the end of the internship approaching. I got quite stressed on Thursday to see how much text was in the sample internship reports. I thought the report would be smaller. Because of the stress, I got stuck trying to make a start on Friday. The report had become a big block that I was facing, I was even struggling to write the journal. I mentioned this to Roel, and we sat down together again to add a structure to the report. He further gave the tip that he himself in his thesis also couldn't get everything down on paper, but he could talk about it. So, he recorded it, listened to it back and typed it on paper this way.

I know from myself that I can be very much in a flow regarding writing, often because I am then the only person who reads it back. I can then let my brain do its thing without thinking too much. The moment I have to write for others, it becomes a different story. So, recording and narrating would probably help for me too, then I don't have to think about what I type and how I type it at the same time.

### **Flows/likes**

The flow of this week for me was creating the sample website. I did have to be careful not to lose myself in continuing to code and adding new things. The students and teachers needed to be able to reproduce and understand the website code fully. I really enjoy working with html and CSS once again and not just the coding part, but also explaining the code. In the process, I learned through w3schools how to explain simple html and CSS tags.

## **Week 17 – 19/12/2022**

Monday and Tuesday were focussing on getting the first half of the internship report done. I was just blasting out all the information in my brain into the report. On Tuesday I also gave the last lesson before the holiday break at Aloysius. The lesson was about finishing their Scratch game and I just let them a bit free in experimenting in Scratch. It was a fun lesson to do and the kids also seemed to have fun. Unfortunately I got really sick on Wednesday with a fever and couldn't come in on Thursday. Friday I thought I felt better and I did come in that day. I talked with Roel about the feedback he had given on my report so far. And the feedback was quite a lot, but

mostly because the document was more of an information dump than a good structured report. But still the feedback helped me a lot to know what was important to write down and what not. I went to home earlier on Friday like I normally would and I'm really glad I did, because I still was sick the next few days.

### **Obstacles/dislike**

It is always quite hard for me to start writing a report, mostly know where to start. With writing I don't have a problem, but I do find it hard to structure a sentence. I tend to write how I think and this makes it hard to read (even for me sometimes). On top of that I type so fast, I often make little spelling mistakes that I don't notice until the very end or not at all. And don't get me started on punctuation. Anyhow this holiday I will be working on my report.

### **Flow/likes**

The report is not all that bad, once I know what needs to happen, the flow is there. But when I write and can just let my thoughts run free, I really come in a flow. After that I do really need to recheck what I wrote, which I don't always do. But in that too, can I find a flow. So starting on the report is hard, but once it gets some traction it gets easier.

Before I forget, the lesson at Aloysius was fun to give as always! The kids had fun with Scratch and start to get the hang of it. And I cannot repeat it often enough, I really hope I can take over this group even after the internship.

### **Weeks 18/19 – 26/12/2022 -02/01/2023**

Holiday break!

In the second week I finished my internship report for 95%. I let some people look at it and proof read it for me, so they can point out the little mistakes I miss.

### **Weeks 20-22: The final weeks**

These final weeks I'm wrapping up the report, filming the video and working on finishing and testing my maths lessons.

## B. Learning goals

These are the learning objectives I set before starting internship.

### Personal

One goal I have had for a long time is: **learn to take criticism**:

*What?*

I used to get very defensive while taking feedback/criticism. Right now, it is a lot less, it also depends a lot on the subject.

*Why?*

Right now, I'm at the stage to balance when it is okay to go against criticism, because it might be an opinion difference or when something I did/make could be done better. Mainly in this creative world it can be hard to tell the difference apart. It's hard to notice progress in this goal.

*How?*

I would like to open up this kind of discussion with my mentor or the person who gives the feedback. I think it is also good to ask questions why they have that feedback, this way I can learn their perspective and I can always choose to incorporate that feedback later or not. This way I can make an informed decision and explain why I did, or did not, change a certain thing.

*When?*

By the end of the internship, I would like to ask people who have given me feedback before, to give me feedback about how I handled the feedback. This way I can check if I kept my word.

The second goal I have is: **taking breaks**.

*What?*

It feels a bit braggy to say, but when I like a project, I can work a bit too hard and too long on it. Sometimes you don't want to stop because you're 'in the flow'.

*Why?*

I often don't take as many breaks as I should which mostly isn't healthy and actually doesn't help the process of the project. When you take breaks the next time you look at the project you might have new ideas/insights which can help you move forward

*How?*

I would like to set timers when working at a project, this can be an internship or school project. When I start to work on said project, I will set a timer for 1 hour. I will stop earlier when I get frustrated (with coding for example), but when I'm in the flow I will set the timer for another half hour. Then I have to stop and take a break of minimal 5 min.

*When?*

I will try and start this already. It will be a new habit to learn, and it will be hard to actually listen to the timer, as it is easy to just ignore it. I hope at the beginning of the internship I will have already tried to do this a few times.

## Professional

My first professional goal is: **making progress in coding/programming.**

*What?*

I would like to learn a new coding language in my internship and get better at the current languages I know: HTML, CSS, JavaScript, Processing & PHP. I would love to work more with Arduino and Raspberry Pi.

*Why?*

Because coding and programming are skills I'm very interested in, I would like to get better at using them. I also would like to use this knowledge to teach others or, use it to make cool things for myself and future clients.

*How?*

I will probably already start learning Arduino/Raspberry Pi because I have the motivation to do so. I will look up tutorial on YouTube and as with everything you have to do it to learn it.

*When?*

Hopefully at the start of my internship I will already know more about Arduino and/or Raspberry Pi. If my internship works with new coding languages, I will also know and use the language at the end of my internship.

My second goal is: **learn to do presentations.**

*What?*

I want to learn how to get better at holding a presentation. I often get very nervous when I have to hold one. Mostly when it is for someone important (teachers/clients). Funny thing is when I have to present for the class, be it kids or my own class I don't get nervous as much.

*Why?*

I want to feel confident when I'm expressing my ideas to someone else. Even if you have a good idea, it can still be undermined if you don't present it confidently.

*How?*

Doing lots of presentations and prepare them well so even when I get nervous, I don't forget what to say.

*When?*

This is also a process that steadily grows and won't be done by the end of the internship, but I hope to be less nervous and more confident than the beginning of the internship.

## C. Learning goals update 17/11/22

We're halfway through the internship, so it's a good time to look back on what I've learned so far. I will reflect on my personal and professional learning goals, which have emerged from my professional development plan at the start of the internship. I will do this by giving examples of when these learning objectives came to light during my internship and how I dealt with them. In doing so, I will also incorporate feedback from my internship supervisors.

### Personal

The first goal: **Learning to cope with insecurity.**

#### Recap:

This goal started out as: "learning to cope with receiving feedback", but the underlying problem with receiving feedback, was my own insecurity. I find insecurity a hard feeling to cope with. You can't do anything about it except letting it be, growing in skills and get confidence in that skill. I have become more confident over the years, but that doesn't mean that you don't get insecure anymore. I hope by the end of the internship, I'm more able to let the insecurity be and be more accepting of it.

#### Now:

Since I mentioned that I felt insecure during the first week meeting, the feeling was starting to wane. The internship was all just very new, and I didn't know what was expected of me. I set my own expectations way too high, once I was told that this was an internship and the goal for the first few weeks was to get to know the company, I felt relieved. I was able to put the pressure of off myself and relax more. This didn't mean that I didn't get insecure anymore, but it was affecting me less.

I still had to learn new skills like making a lesson for the online platform, learn new technologies and research the different teaching possibilities of these technologies.

At a later point during the internship, I felt very insecure again. This was because a lesson had to be made quickly, in two days. At the time, I was just starting to get to know the platform, so I sort of froze and panicked because I didn't know where to start. I noticed and recognised this feeling about myself. I then mentioned this to Roel, and we went through the structure of the lesson together. This gave me a clear vision of the lesson and I was able to get started.

Right now, I'm making progress and learning a lot about myself and my limits. I know better where my limit is and get better and better in recognising it. Before the end of the internship, instead of indicating my limit only at the border, I want to indicate it before it bothers me. At that point that I might only need a 5-minute break instead of half an hour. On top of that I have to learn to separate my work from my self-image and learn to presenting confidence in my own work without it hampering me.

The second goal: **taking breaks**.

**Recap:**

Sometimes I don't want to stop working on a project because I'm 'in the flow', but that flow can take hours. I often don't take as many breaks as I should which mostly isn't healthy and actually doesn't help the process of the project. I would like to set timers when working at a project. This can be an internship or school project. I hope at the beginning of the internship I will have tried to work with timers a few times.

**Now:**

Well, first off: I haven't started with the timers, ever. But I did make a planning at the internship in which I scheduled breaks. I did notice that after only a few weeks I wasn't in need of extra breaks anymore and didn't look at the planning any longer. However, I have made improvements on noticing when I'm in need of taking a break. Which is a slightly different way of wording. Because sometimes it's okay to just continue working and sometimes you need more breaks throughout the day. It also helps that we're in a work environment where everybody takes a lunchbreak, this is a nice way to break the day in half.

On top of that a different way of taking breaks is saying 'no' more often. If I'm not feeling well or I have to busy of a week, I might not take over a lesson or ask to do the feedback round later on the day or even the next day. Allowing myself to take breaks and to take it easy sometimes. Roel also agreed with this. Saying 'No' more often might even be a learning goal on its own.

## Professional

The first professional goal: **making progress in coding/programming**.

**Recap:**

I would like to learn a new coding language in my internship and get better at the current languages I know. I will probably already start learning Arduino/Raspberry Pi because I have the motivation to do so. Hopefully at the start of my internship I will already know more about Arduino and/or Raspberry Pi. If my internship works with new coding languages, I will also know and use the language at the end of my internship.

**Now:**

Well about the Raspberry Pi and Arduino, I was getting a bit ahead of myself. I've not learned more on my own with these specific micro-controllers. BUT I did learn a bit of Arduino, when I had to make a lesson plan. Other coding languages/programs I've learned are: Scratch, Micro:bit (which is like a smaller and easier Arduino), Python, RPG maker, google sheets and probably more. It might not have been exactly what I was expecting, but I have learned and am still learning a lot of new skills. A lot of these programs use visual coding blocks so it's easier for kids to understand the different coding concept, the fun part about this is that even if you have coding experience you still get a better idea of coding concepts. On top of that for the lessons we make you have to explain to a child how the code works, this will make you want to explain code



as simple and easy to understand as possible. Which makes sure you get a better idea of how the code works. I will continue to learn and improve on the new skills I've learned.

The second goal: **learn to do presentations.**

**Recap:**

I want to learn how to get better at holding a presentation. I often get very nervous when I have to hold one. Mostly when it is for someone important (teachers/clients). I want to feel confident when I'm expressing my ideas to someone else. I want to do lots of presentations and prepare them well so even when I get nervous, I don't forget what to say/do. I hope to be less nervous and more confident than the beginning of the internship.

**Now:**

I haven't hold presentations in a 'PowerPoint' format. So, at first in my opinion, I didn't really work at the goal. However, Roel made the remark that I did hold presentations, when I had to figure out a new technology and update the team about how it works. I also joined in on the open day we were having at Qeske and telling people about galactIQ Education, what we do and how we work. So, in the end, yes I can hold presentations this way. I do get a bit nervous in the beginning, but after I've told my story a few times I don't feel so nervous anymore. Of course, I also gave a few lessons to kids, which counts as presenting your information. But I did know beforehand I don't have any issues with talking before a public, it be my class or teaching a class. The issue here is again my insecurity when it comes to presenting my work to someone else.