**Weekly Internship Journal:** #\_\_\_\_\_\_

The trainee is expected to fill this journal template weekly and upload the weekly journal template/s in their Canvas E-portfolio at least once a month.

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| **Name Trainee:** | **Mariany kivairu** |

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| **Week of:**  *(insert date: 04/12/2023)* | **Brief description of weekly tasks performed**  *(consider – strongly encouraged - to use some of the suggested reflective prompts pg. 2)* |
| *(\_04\_/12\_/\_2023\_)* | Overview of the Activities  I focused on conducting research in two key areas: the use of AI in education and understanding the factors contributing to student disengagement. Both areas are crucial for developing strategies to improve student learning experiences and outcomes.  **Research on AI in Education:** I explored current trends and practices regarding the integration of AI into educational settings. This involved reviewing academic articles from various journals, case studies, and recent advancements in AI tools that supports learning, automate administrative tasks, and enhance educational content delivery.  **Research on Student Disengagement:** I investigated the causes of student disengagement, focusing on both in-person and online learning environments. My research included analysing student motivation, reviewing educational attitude literature, and examining case studies of interventions aimed at re-engaging students.  **Findings**   * **AI in Education:** I learned that AI is increasingly being used to personalize learning experiences by adapting content to individual student needs. AI tools can also automate routine tasks for educators, freeing up time for more personalized student interactions. However, the ethical implications of AI in education, such as data privacy and bias, require careful consideration. * **Student Disengagement:** My research revealed that student disengagement is often multifaceted, influenced by factors such as lack of motivation, poor instructional design, and external life pressures. Strategies to combat disengagement include fostering a sense of community, providing timely and relevant feedback, and incorporating interactive and student-centered teaching methods.   **3. Challenges Faced**   * **Challenge 1:** The vast amount of information available on AI in education made it challenging to filter and focus on the most relevant and reliable sources.   + **Approach:** I developed a more structured research plan, prioritizing peer-reviewed journals and reports from reputable educational organizations. * **Challenge 2:** Understanding the underlying causes of student disengagement proved complex due to the diverse factors involved, ranging from personal issues to systemic problems in the education system.   + **Approach:** I categorized the causes of disengagement into internal and external factors, which helped me better analyze and understand the issues.   **4. Student Interactions and Feedback**   * **Student Interaction:** Although this week’s focus was on research, I discussed preliminary findings with a small group of students to gain their perspectives on AI in education and factors that lead to their own disengagement. Their feedback highlighted the importance of personalized learning and the need for more engaging, interactive content. * **Feedback:** My supervisor appreciated the comprehensive approach I took in analysing both AI and student disengagement, suggesting that my findings could inform future instructional strategies and interventions.   **5. Goals for Next Week**   * **Goal 1:** Begin drafting a report summarizing the key findings from my research on AI in education and student disengagement. * **Goal 2:** Explore potential AI tools that could be implemented in our educational setting to enhance student engagement. * **Goal 3:** Develop a set of recommendations based on the research to address student disengagement in both online and offline settings.   **6. Reflections**  This week’s research has deepened my understanding of how emerging technologies like AI can transform education and highlighted the persistent challenge of student disengagement. I realize the importance of integrating technology thoughtfully to enhance learning without exacerbating existing issues. The insights gained will be valuable in my ongoing efforts to support and guide students effectively, ensuring that technological advancements align with the educational needs of all learners. |
| **Hours completed**  *(amount of internship hours covered e.g. 1 week fulltime is about 40)* |
| 40  \_\_\_\_\_\_\_\_\_\_\_hours |

**Further reflection prompts to consider:**

1. What progress have you made towards one or more of your learning goals this week?
2. What expertise, experience, and practices did you bring to the working community this week?
3. What expertise, experience, and practices did you learn from the working community this week?
4. What was/is your personal and/or organisation-level motivation for this week’s work tasks?
5. Thinking about your social capital, what is one way in which you have either worked towards connecting and/or activating your existing work relationships this week?
   1. Who did you come into contact with inside and outside of the placement?
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| **Name Trainee:** | **Mariany kivairu** |

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| **Week of:**  *(insert date: 11/12/2023)* | **Brief description of weekly tasks performed**  *(consider – strongly encouraged - to use some of the suggested reflective prompts pg. 2)* |
| *(\_11\_/\_12\_/2023\_)* | This week, I focused on enhancing my organizational and time management skills through various responsibilities related to meetings and online workshops. My activities included attending and participating in meetings, taking detailed minutes and notes, promptly reporting updates to my mentor, and overseeing the chat feature during online workshops for becoming an exam expert.  **Meeting Attendance:** I attended all scheduled meetings with the students and with my colleagues, ensuring that I was punctual and prepared. My role involved actively participating in discussions and ensuring that key points were documented accurately.  **Minute Taking and Note-Taking:** During each meeting, I was responsible for taking precise minutes and notes. This included capturing the main topics discussed, decisions made after critical thinking, action items assigned, and any follow-up tasks required.  **Reporting to Mentor:** After each meeting, I promptly compiled the minutes and provided a summary report to my mentor. This ensured that all relevant information was communicated clearly and in a timely manner, allowing for efficient decision-making and follow-up.  **Overseeing Online Workshop Chat Feature:** I also managed the chat feature during the online workshops for digital English. This involved monitoring student interactions, addressing any questions or concerns raised, and ensuring that the chat remained a productive space for learning.  **Key Learnings**  **Organizational Skills:** Through the process of taking minutes and managing workshop chats, I developed stronger organizational skills. I learned how to prioritize information, structure my notes effectively, and ensure that all critical details were captured and communicated.  **Time Management:** Managing multiple responsibilities throughout the week helped me improve my time management skills. I learned to allocate specific times for different tasks, such as preparing for meetings, taking notes, and reporting to my mentor, which helped me stay on track and meet deadlines.  **Effective Communication:** Reporting promptly to my mentor required clear and concise communication. I refined my ability to summarize meeting discussions and present them in a way that was easy to understand and actionable.  **Challenges Faced**  **Challenge :** Ensuring that all important points were captured during meetings required a high level of concentration and attention to detail.   * + **Approach:** I developed a template for note-taking that helped me organize information quickly and effectively during meetings.   **Student Interactions and Feedback**   * **Student Interaction:** During the online workshops, I interacted with students through the chat feature. I provided support by answering questions and facilitating discussions, ensuring that students remained engaged and focused on the content. * **Feedback:** My mentor appreciated the timely and detailed reports I provided, noting that the clarity of my summaries and the organization of the information helped streamline decision-making processes.   **Goals for Next Week**   * **Goal 1:** Continue refining my note-taking and minute-taking skills to ensure even greater accuracy and efficiency in capturing meeting discussions. * **Goal 3:** Take on more responsibilities in managing the chat feature during online workshops to ensure a smooth and supportive learning environment for students.   **Reflections**  This week’s focus on organizational and time management skills has been instrumental in my professional development. I’ve gained valuable experience in managing multiple tasks simultaneously, ensuring that I stay organized, and communicating effectively with my mentor. These skills are critical for my role as an educator advisor, and I’m confident that continued practice will further enhance my ability to support students and contribute to the success of the educational programs I’m involved in |
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| **Week of:**  *(insert date: dd/mm/yy)* | **Brief description of weekly tasks performed**  *(consider – strongly encouraged - to use some of the suggested reflective prompts pg. 2)* |
| *(\_18\_/\_12\_/\_2023\_)* | This week, my primary focus was on preparing a comprehensive presentation based on the research I have been conducting on self-regulated learning and the processes involved in bachelor’s and master’s thesis writing. In addition to this, I applied various learning models and theories to guide students effectively in their academic pursuits.   * **Presentation Preparation:** I developed a detailed presentation that highlights the key findings of my research on self-regulated learning. This presentation included an overview of the strategies that students can use to enhance their learning autonomy, improve time management, and increase motivation during the thesis writing process. The presentation was structured to be informative, practical, and accessible, ensuring that it would be valuable for both students and faculty members. * **Research on Thesis Writing:** My research delved into the challenges that students face when writing their bachelor’s and master’s theses. I explored how self-regulated learning techniques can be applied to overcome these challenges, offering solutions that are grounded in proven educational theories. * **Application of Learning Models and Theories:** Throughout the week, I applied various learning models and theories in my student guidance sessions. These included concepts like the KWL (Know, Want to Know, Learned) model, Guskey’s Model of Professional Development, and Adult Learning Theory. By integrating these models, I was able to provide personalized advice that addressed each student's unique needs and learning style, helping them to structure their thesis work more effectively.   **findings**   * **Deepened Understanding of Self-Regulated Learning:** Preparing the presentation allowed me to consolidate my understanding of self-regulated learning. I now have a clearer grasp of how these techniques can be applied to thesis writing, which will be beneficial in future student advisory roles. * **Application of Theoretical Models:** Applying different learning theories and models in real-world situations reinforced my ability to connect theoretical knowledge with practical guidance. This has made me more confident in using these models to support students' academic development.   **Challenges Faced**   * **Challenge 1:** Synthesizing a large amount of research data into a concise and clear presentation was challenging.   + **Approach:** I prioritized the most critical information and used visual aids to convey complex ideas more effectively.   **Student Interactions and Feedback**   * **Student Interaction:** During guidance sessions, I introduced students to the principles of self-regulated learning and discussed how these could be applied to their thesis projects. The students responded positively, particularly appreciating the practical tips on time management and goal setting. * **Feedback:** Students expressed that the guidance provided was clear, actionable, and highly relevant to their current academic challenges. This feedback was encouraging and confirmed that the applied theories and models were effective.   **Goals for Next Week**   * **Goal 1:** Finalize the presentation and present it to the my mentor and faculty , gathering feedback to further refine my approach. * **Goal 2:** Continue researching effective self-regulation techniques and explore additional learning models that could be applied to thesis writing. * **Goal 3:** Schedule one-on-one follow-up sessions with students to assess their progress and provide additional support as needed.   **Reflections**  This week’s activities have significantly contributed to my development as an educator advisor. Preparing and applying my research on self-regulated learning in the context of thesis writing has enhanced my ability to provide meaningful, theory-backed guidance to students. The experience has also reinforced the importance of adapting educational theories to meet the individual needs of learners, ensuring that the support I provide is both effective and relevant. |
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