INTERNSHIP REPORT

VUB Study Guidance

***Mariany kivairu***

**Acknowledgement**

This internship report was prepared through continuous study during my internship period for 600 hours. This work would not be possible without the cooperation and assistance of some generous hands.

Firstly I would like to give special thanks to one of my teacher Sarah who gave me the chance to do my internship at a reputed education institution, VUB study guidance.

I also appreciate my honourable supervisors Renaat for his proper direction and supporting regarding my internship report. He has given a lot of assistance and guidelines in coordinating the whole report. Without his time and guidelines it would not be possible to prepare such analytical report.

Managing director of study guidance, also deserved special thanks for allowing me to do internship in his institution. I also thanked to Eveline and all the personnel’s of study guidance for their special care, cooperation and assistance.

**Summary**

At the start of my internship, I focused on understanding the study guidance’s mission, values, and how my role as an educator fits into the bigger picture. This helped me to make better decisions and see the importance of my tasks, Identify key areas where i needed to build my skills, such as learning new tools, gaining industry knowledge, or understanding project workflows.

I applied the theoretical knowledge and skills gained from classes, i started by getting familiar with tools like Canvas and PowerPoint, using tutorials, podcasts and resources to build my confidence. Look for opportunities to use these tools in reallife tasks, like creating training modules and presentations. Continue improving by experimenting with advanced features and setting small weekly goals to enhance my skills. Use mentor meetings to get feedback, reflect on it, and document what i learnt to track my progress. Keep seeking additional resources and engage with my colleague’s for collaborative learning, setting milestones to stay motivated and measure my growth.

I was assigned different tasks, including guiding students on their academic pathway, canvas module revision on bachelor's and master's thesis writing and self-regulated learning,research on the use of artificial intelligence, including chat GPT, and student disengagement. Also, here, I have shared the nature of my job and the specific Job responsibilities that I had to perform, and a different aspect of this Job has been diagrammatically presented in this report for clear understanding.

I have discussed what I found throughout my internship period at study guidance and attached the details of the research findings in prove of work. It was my subjective judgment where I used my experience and intuition regarding the facts. I have also tried to point out the areas where study guidance has the opportunity to improve further.

**Introduction**

VUB's study guidance is an independent sector within the University of Brussels that emphasizes the importance of providing students with effective support to enhance their academic experience. It outlines how the guidance system is designed to help students navigate their studies by offering personalized assistance and resources. The goal is to ensure that students can access the necessary tools and advice to succeed academically, address any challenges they may face, and make informed decisions about their educational path. By focusing on tailored support and proactive guidance, VUB aims to foster a supportive learning environment that encourages student success and well-being.

Objectives of the Report

The broad objectives during my internship was to enhance my knowledge and skills through e-learning, professional development resources, research on ChatGPT usage, organizational and time management skills, and editing abilities.

 To broaden my knowledge and comprehension at the start of my internship and during the weekly mentor meetings using skills learned from the e-learning course and professional development to learn how to use various platforms, including Canvas and PowerPoint, to create content.

 In order to develop significant recommendations for student counsellors, I will enhance my research expertise by investigating how students use Chat GPT.

 Improve my organizational and time management skills by attending meetings, taking precise minutes and notes, promptly reporting to the mentor, and overseeing the chat feature for the online workshops in digital English. From the beginning until the completion of the internship, this objective will be accomplished.

 By the end of my internship, I will have enhanced my editing competencies through writing reviews on self-regulated learning to develop strategies for improving students' motivation.

* Overseeing the Chat Feature for Online Workshops

My role in managing the chat during online English workshops included moderating discussions, answering questions, and summarizing key points. I needed to balance my attention between monitoring the chat and following the workshop content, which required good multitasking skills. After each workshop, reviewing the chat transcript to spot common questions or issues, which helped improve future workshops and better preparation for similar tasks.

* Research findings

I expanded my research knowledge by examining the ways in which students use ChatGPT for academic support, career preparation, and personal advising in order to create meaningful suggestions for student counsellors to increase the efficacy of study advice; I offered suggestions for utilizing ChatGPT and other AI techniques. In order to aid students with their understanding, I also gave a presentation on topics for bachelor's and master's thesis. In order to improve focus, output, and graduation rates, I also offered strategies for inspiring students during conferences, workshops, and advice sessions.

* Continuous Improvement Throughout the Internship

setting clear goals to improve organizational and time management skills, such as meeting deadlines and managing multiple tasks. I am seeking feedback from my mentor and peers to refine my approach and keep a log of my tasks and progress to stay organized. This plan played a significant role in enhancing these essential skills, benefiting both my current role and future career.

* Developing Self-Regulated Learning and Student Motivation Techniques to Improve Editing Skills

I have significantly enhanced my editing competencies by writing comprehensive reviews on self-regulated learning. This process not only refine my ability to critically analyze and edit academic content, but also has deepen my understanding of how self-regulated learning impacts student achievement. Through these reviews, I developed effective strategies aimed at improving student motivation, which can be applied in educational settings to foster better learning outcomes. Additionally, this experience has significantly prepared me to contribute more effectively to academic projects and discussions on student development.

**Stages of self-regulated learning**

The forethought stage is the planning phase, during which students establish objectives and decide how to tackle a task. It's crucial because it makes it simpler to stay motivated and concentrated by assisting with organization and mental preparation for the task at hand.

Key competencies include Goal setting, planning, self-efficacy, outcome expectations, task interest, task value, goal orientation

The performance phase is where students put ideas into action from the planning stage. You employ several techniques, such as self-monitoring your development and maintaining a high level of motivation, to stay on course during this phase. It's crucial because it keeps students involved and allows them to change as necessary.

Key competencies include: task strategies, self instruction, imagery, time management, environmental structuring, help seeking; interest activation, and self consequences

Phase of reflection: This is the evaluation phase, during which students assess there performance and consider what went well and poorly. It is crucial to reflect since it enables them to gain insight from past events, refine their tactics, and enhance their ability to handle upcoming assignments.

Key competences:

Self-monitoring, self-registration, self-evaluation, attribution, self-satisfaction and adaptive

**Guiding techniques**

Numerous students who seek assistance with their studies face difficulties due to inadequate planning, inattention, absence of summary notes, and inadequate exam preparation techniques. They may find it difficult to effectively organize their time, take notes, and comprehend difficult reading materials as a result. They could struggle to stay up with their studies and understand the material they are learning if they don't have these abilities. It’s crucial to incorporate study skills and learning strategies into the curriculum in order to support students' success. This can entail providing seminars or other materials on improving time management, taking insightful and legible notes, and improving reading comprehension.

By imparting these abilities, you may enable students to gain greater self-assurance and independence in their academic pursuits, which will improve their performance and make learning more enjoyable. As an educator, acknowledging the fact that learners have diverse learning styles is key. While some people learn better by completing hands-on activities or by hearing, others may be visual learners or auditory learners who prefer to see information. A single teaching strategy might not be effective for all students, and it might frustrate or disengage some of them.

It is beneficial to offer a variety of strategies and resources in order to assist all students. Written materials, audio files, interactive games, and movies may all fall under this category. By providing these choices, you allow students to select the formats that suit them the most, which improves the effectiveness and engagement of their learning process.

Some students frequently manage to balance career, home, and school obligations. Attempting to take in too much knowledge at once can result in learning overload, which makes it difficult to recall and comprehend what has been learnt.Dividing difficult subjects into smaller, easier-to-understand chunks will help with this. As an alternative to attempting to learn everything at once, advise students to concentrate on one subject at a time. Moreover, spaced repetition—reviewing the content at regular intervals—can support learning and facilitate long-term memory retention.

**Reviewing the Learning Techniques**

The reviews in this series assess how well different learning strategies work by looking at how well they apply to a range of activities, learning environments, resources, and student characteristics. Every review begins with a succinct explanation of the method and the anticipated effects it should have on students' learning. This is followed by an evaluation of the method's application in actual teaching settings. Because the reviews are modular, readers can concentrate on the material that is most pertinent to them. Methods are categorized as low, moderate, or high utility depending on how well-established and broadly applicable their results are. Techniques with a high utility rating should be used widely, but those with a low or moderate rating may be less successful or have insufficient proof, thus their adoption should be done cautiously. A justification for the utility grade given is included at the end of each assessment.

* Elaborative interrogation

Study counsellors should recognize students' natural curiosity and use "Why?" questions as a learning tool. Techniques like elaborative interrogation and self-explanation enhance understanding, while explanatory questioning promotes critical thinking and comprehension, making it a valuable educational guidance approach.

Self-explanation

* Research shows that self-explanation, where students explain concepts to themselves, is effective in various learning situations. It works well whether paired with direct instruction or discovery learning, though it's most effective when done during problem-solving rather than after. Students benefit more when they don't have easy access to provided explanations, as they put more effort into the process. Self-explanation has been effective for all age groups, from kindergarten to high school, though more research is needed on how it works for students with different levels of prior knowledge or ability. The technique has shown success across many subjects, including math, logic, and even understanding texts, making it broadly useful. Additionally, self-explanation improves performance on various types of tests, such as recall, comprehension, and application-based assessments.
* Summary notes

Students often need to learn large amounts of information, which involves figuring out what is important and how different ideas connect. One common method to help with this is summarization, where students write brief summaries of what they've learned. Effective summaries focus on the main points and leave out unnecessary details. Research shows that summarizing can improve students' performance on tests, both immediately and after some time has passed. In one study, high school students who summarized what they read performed better on tests than those who just took notes, copied key lines, or did other shallow tasks. Summarization works well because it helps students focus on the key ideas and organize information meaningfully.

**Theories and models**

Individualized Learning theory

Individualized learning is a teaching approach where each student is encouraged to explore topics at their own pace. This method allows learners to dive into subjects independently, ensuring they grasp the concepts thoroughly before moving on to new material. The idea is that by taking control of their learning journey, students can better understand and retain the information they are studying. This approach respects the fact that everyone learns differently and gives students the flexibility to spend more time on areas they find challenging and move quickly through topics they find easier.

Assessment and Social Learning Integration

In a classroom setting, individualized learning is often complemented by assessments, such as tests or projects, at the end of each chapter or unit. These assessments help measure how well the student has understood the material. To enhance this learning process, social learning activities—like group discussions or collaborative projects—are included. These activities allow students to share ideas and learn from each other, helping to deepen their understanding of the subject. By combining independent study with social interaction, individualized learning provides a well-rounded educational experience that caters to the needs of each student while also encouraging the development of communication and teamwork skills.

Self-Directed Learning Theory is a way of learning where adults take charge of their own education. Based on the idea of Andragogy, which is all about how adults learn best, SDL means that learners decide what they need to learn, how they will learn it, and when. Educators in this model act as guides or support, but the main responsibility for learning falls on the students themselves.

In self-directed learning, students are expected to manage their own learning. This includes setting their own goals, keeping track of their progress, and making changes as needed. This approach is especially useful in eLearning environments, where students often work independently and need to be proactive about their learning.

Adult Learning Theory, also known as Andragogy, focuses on how adults learn differently from children. Unlike younger students who often learn in structured, teacher-led environments, adults prefer to take charge of their own learning. They want to see how new information applies to their real-life experiences and needs.

Adult learning theory, according to this theory, adults are motivated to learn when they see the direct benefits of the knowledge or skills they’re acquiring. They bring their own experiences to the learning process and like to connect new information to what they already know. Adults also prefer practical, problem-solving approaches and appreciate learning that is relevant to their personal or professional goals. This theory helps educators design effective learning experiences by taking into account these unique needs and preferences of adult learners.

The Guskey Model is a way to evaluate and improve teacher training programs. It starts by checking how teachers react to the training—whether they find it useful and engaging. Next, it looks at whether teachers actually learn new skills or knowledge from the training. The model then considers if the school provides the support teachers need to use these new skills effectively. It also examines if teachers apply what they’ve learned in their classrooms and, most importantly, if these changes lead to better learning outcomes for students. By focusing on these areas, the Guskey Model helps ensure that teacher training is effective and leads to real improvements in teaching and student success.

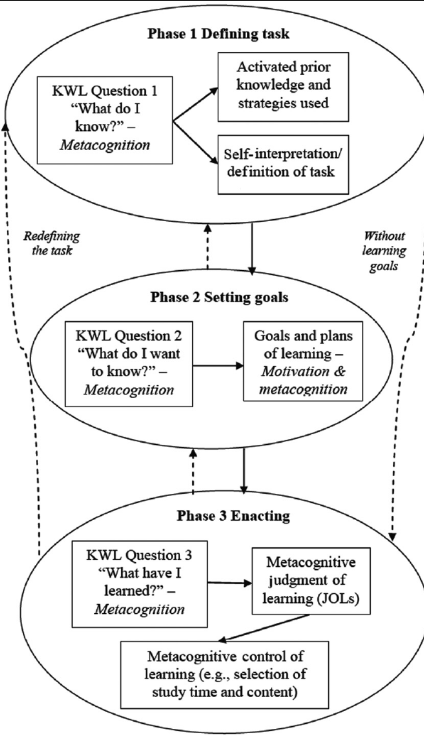
A diagram of a teacher change

Description automatically generated

The K-W-L Technique(know-want-learn)

The KWL model is a valuable tool that i used during the internship as it plays a critical role for student advisors because it helps them understand a student's current knowledge and learning goals. By asking students what they already know (K) about there challenges, advisors can identify gaps in knowledge and better tailor their advice to meet individual needs. This approach ensures that the guidance provided is relevant and builds on what the student is already familiar with.

Additionally, when students articulate what they want to learn (W), it helps advisors set clear objectives and focus on areas that are most important to the student. This step encourages students to take an active role in their learning, making the process more engaging and effective. Finally, by reflecting on what the student has learned (L), advisors can assess progress and adjust future guidance to ensure continuous improvement. This reflection also boosts the student’s confidence by highlighting their achievements and reinforcing the learning process.

A close-up of a screen

Description automatically generated

Comprehensive Analysis for Effective Instruction

In creating effective learning strategies, we start with a **Needs Analysis** to identify the main problems and set clear learning goals, ensuring that our strategies address specific issues. Next, **Learner Analysis** helps us understand students' current skills, knowledge, and challenges, allowing us to tailor instruction to their needs for a more relevant and effective learning experience. **Context Analysis** then considers the environment where students will apply their new skills, taking into account the setting, resources, and time available to ensure the instruction fits real-world situations. Finally, **Task Analysis** breaks down the necessary tasks or skills into detailed steps, helping us cover all essential aspects of the learning process.

Community Engaged Research & Learning and collaborations

As part of my internship, I was able to contribute to the ongoing education campaigns and research with the lifelong learning platform, which aims to provide high-quality education throughout life, including formal, non-formal, and informal education. I was able to do this by working with partner organizations at the European Parliament and taking part in Community Engaged Research & Learning. By bringing together education and training players across Europe, it spans sectors, helps life transitions, and promotes equity, social cohesion, and civil engagement. I shared my knowledge from our course work, which is completely digital and closely aligned with the concepts of good study coaching, with others. Students are encouraged to actively take charge of their own education in both CERL and SRL.

This is encouraged by CERL, which puts students in practical settings where they have to use what they've learned in the classroom to address societal problems. Their comprehension of academic topics is strengthened by this practical approach, which also improves their capacity to organize, establish objectives, and reflect on their learning—all essential elements of self-regulated learning. Students are inherently driven to assess their progress and modify their approaches when they are directly involved with real-world challenges, which embodies the fundamental principles of SRL.

Additionally, the social components of self-regulated learning are reflected in CERL's emphasis on collaborative learning. Students collaborate with academic and non-academic actors in CERL, where they are exposed to a variety of viewpoints and experiences. Since they must negotiate challenging social and intellectual dynamics, this collaborative atmosphere aids in the development of students' critical thinking and problem-solving abilities. So, within the context of CERL, effective study assistance would concentrate on assisting students in utilizing these group experiences to improve their capacity for self-regulation. In order to guarantee that the advantages of CERL expand beyond short-term academic achievement to long-term personal and professional improvement, advisors would assist students in defining reasonable goals, efficiently managing their time, and reflecting on their learning processes.

**Job description**

During my internship at VUB Study Guidance, I worked primarily in the corporate unit as a study path counsellor. My main responsibilities included reviewing and improving the Study Guidance e-tools, such as Canvas and infographics, from a student’s perspective. I also managed the chat function for digital English workshops on study skills, exam preparation, and thesis writing. Additionally, I reviewed the language and user interface of English PowerPoints and infographics used in these workshops. Another key responsibility was conducting research on how students use ChatGPT in their paper and thesis writing and its impact on the guidance provided to them, with the goal of enhancing guidelines for student counsellors. The practical experience provided a deeper understanding of the study guidance's operations and helped me evaluate and fulfill my job responsibilities effectively.

**Conclusion**

My educational internship was a valuable experience that allowed me to deepen my understanding of the field and develop practical skills. By immersing myself in the company's mission and understanding how my role contributed, I effectively focused on key areas such as mastering relevant tools and applying theoretical knowledge to real tasks. I took full advantage of resources like Canvas and PowerPoint, and actively sought feedback from my mentor to improve my performance. Documenting my progress and setting milestones helped me track my growth and stay motivated. Overall, the balance between learning and practical application, combined with continuous adaptation, greatly enhanced my skills and prepared me for future challenges in the educational sector.