

Elementary Educational Internship: Students Learning about Education and Themselves

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小学校での教育インターンシップ ：学生の気づきと学び

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Abstract

An elementary educational internship was developed at Osaka Jogakuin University (OJU) from the Spring of 2017. OJU is trying to create more community links and an opportunity arose to have students be interns in a local elementary school. Eight interns went to the school on Mondays for 10 weeks and spent two 45-minute periods each week helping in the classrooms of 1st through 6th grades students. In addition, the interns had seven classes at OJU. This article describes the development of the internship, the motivations from the stakeholders, internship learning, and future plans.

Keywords: Internship, experiential learning, reflection, community service

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抄 録

2017年春学期から大阪女学院大学では、小学校での教育インターンシップを開始した。大阪女学院大学は地域連携ならびに学生の地域の小学校での活動を構築しようとしていた。8名のインターンが毎月曜日に10週間にわたり、小学1年生から6年生の授業の2コマ(1コマ45分)に配属され、授業のサポートを行った。小学校でのインターンシップに加え、大学での講義も行われた。本稿は、インターンシップの構築、大学と受け入れ先の学校、インターン学生それぞれの動機、インターンシップの学びと今後の計画についてまとめたものである。

キーワード: インターンシップ、体験学習、振り返り、コミュニティーサービス

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Osaka Jogakuin University Mission Statement

This school is an educational community based on Christianity.

Our aim is to raise up persons who search for truth,
respect themselves and others,
have the power of insight supported by accurate knowledge and rich sensitivity,
and participate actively in society.

Osaka Jogakuin University (OJU) is an institution built on supporting students to search for truth and respect others. Our mission statement also encourages students to “participate actively in society.” While many OJU students volunteer and are involved in programs like Fair Trade, there is limited community service. Since 2013, a group of students have been collaborating with the local business district to create a calendar and coupons for people to use at the stores.

OJU wanted to create a program, which we called an educational internship, that would provide interns the chance to work with elementary students every week while critically reflecting on what they were doing, what they were learning, and how they needed to change.

An opportunity arose for OJU students to help at a local elementary school in which over 40% of the students were not Japanese, and thus whose first languages were not Japanese. We created the program keeping in mind that experience alone will not lead to deep learning. Interns needed to reflect on their learning, talk about it with others, and receive targeted feedback as is espoused by experiential learning theory (Ambrose, 2010). This article describes this program, considers the motivations of the stakeholders, examines interns’ learning, and suggests changes in the future.

Experiential Learning

Experiential learning has a long history. Dewey (1938) wrote about experiential learning in his book “Education and Experience.” Dewey pointed out that education could even be “mis-educative” (p. 25), and that “Experience and education cannot be directly equated to each other” (p. 25). With this cautionary tale, we wanted our internship program to avoid this problem of being “mis-educative”.

In the 1970s, Kolb (2017) put forth ideas drawing specifically on experience with the concept of “Experiential learning.” Kolb (2017, p. 32) identified six aspects of experiential

learning, of which two were knowing and doing. Knowing is connected with concrete as well as abstract learning. Doing is the active and reflective aspects.

As we developed our program we wanted to make sure that we included the “knowing.” Just doing the internship is not enough for learning. The interns need to know and think about what they are doing.

While there are many definitions for experiential learning, we chose the following definition to use for experiential learning and education (Association for Experiential Education, n.d.):

Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities.

This definition highlights that engagement of learners with community-based experiences and reflection on those experience are necessary in order to grow. It includes doing, knowing, and reflecting.

Reflective learning is a key aspect of experiential learning. Reflection requires students to think deeply about their learning and connect prior experiences with current ones, in the process of learning (Schön, 1987). Reflection needs to be attached to experiences and knowledge development (Watanabe, 2017). Then learning and growth can occur. This is the view of the experiential learning envisioned for the OJU educational internship.

Background and Start of the Program

This program started at both a public elementary and junior high school. We decided to focus on the elementary school, which we will call S. Elementary School. The interns went every Monday as a group and had similar experiences. At the junior high school, only one intern helped and the schedule was varied.

A chance arose in 2016 when the President of Osaka Jogakuin University, Dr. Kato-Otani, was on a national Japanese TV program and explained about the variety of picture books available and how to read them. A volunteer at S. Elementary School in Osaka recognized her and decided to invite her to come to an afterschool program to read a picture book in English to some students. The two authors went to S. Elementary School around Christmas 2016, one of them wearing a Santa costume and interacting with the students through the picture book *The Very Hungry Caterpillar* by Eric Carle. The principal was also present and discussions started about creating an educational internship with OJU students coming to the school every

Monday morning from April 2017 to help the teachers.

In the elementary school, over 40% of the students are not Japanese, and thus their first languages are not Japanese. In addition, students are from more than 15 different countries. Two common languages in the school are Tagalog and Chinese. When the current principal arrived in 2012, he was determined to establish a multicultural school where each student's difference is respected and valued. For Japanese students in the school, this situation helps them widen their views about the world by interacting with students whose backgrounds are different.

OJU had eight interns for this first elementary school educational internship. All of the interns were studying in the new Women's Global Leadership (WGL) program at the school from 2016. This is a program with courses in leadership that allow students to study three years of English in two years in order to spend their third year abroad. This suggests that the interns were interested in improving their English as well as holding some notions of leadership. However, they did not enter OJU to become teachers. Thus, their participation in this internship was related to other reasons, as we indicate below. The first language of six of the interns was Japanese. The other two students were raised overseas and their first language was not Japanese.

Organization of the Internship

There are many types of community service. Internships are one of them and they are often thought of as connected to business and preparation for future work (Mooney & Edwards, 2001, p. 184).

We wanted our internship to be an opportunity to engage with students in a school and to reflect on the experiences and to share these thoughts with other interns. Thus, this internship has two components: internship in the elementary school and reflection/discussion in university. Students went to elementary school every Monday from 9:45-11:30 for two classes and a break time. The OJU classes were held seven times, with most every other week. Appendix A shows the course syllabus.

At OJU, since this was the first time to have the educational internship, the class discussions often shifted to concerns that the interns had in the classrooms. The first classes introduced the internship, explained the journal, and taught them about reading picture books. In addition, on May 29 the interns were asked to find individual purposes that they wanted to research through the internship.

The content of the OJU classes drew a great deal on the experiences of the interns in the elementary school. Two topics that arose were: how do students learn a 2nd language, and how is subtraction in arithmetic understood differently in Japan and some other countries.

The internship at S. Elementary School was organized by a teacher there. With eight interns, they were often put in pairs and assisted in grades 1-6. The interns were often in different classes each week. In grades 1-4 interns had a chance to help with teaching English. The school had a program set up with lesson plans that the teacher used with videos and materials. The 5th and 6th grades had a native teacher come in on Fridays to teach English.

Motivations

What were the motivations of the different groups for this 10-week internship?

Interns' motivations

The internship was publicized in general terms at OJU. It was not just targeting possible future teachers, but students who were interested in volunteering in the schools and learning about other cultures. While helping teach English was one component, we did not want to focus only on that. The information below was posted in the school.

- For everyone and not just people who want to become teachers.
- Learn about people and interaction.
- Understand how to support others.
- Understand problems that people face.
- Learn about yourself and how to become a better person.
- Helping teach English and **other work** (probably 1st, 2nd, 3rd, and 4th graders).

Interns were asked why they took this internship on a survey at the end of the course. There were many reasons that the interns decided to take part in the internship. The word "interest" was often used by the interns.

The most commonly given reasons to take the internship were "interest in English education" (3), "interest in international students" (2) and "Learn about Japanese education" (2). One comment on "interest in English education" was "I am interested in teaching English."

Concerning "interest in international students", one intern wrote, "I want to know about the elementary school which is 40% foreign. Another wrote, "I want to let international students enjoy English school." One more wrote, "I am just interested in learning about the situation of international students at the school.

In mentioning the Japanese education, one intern wrote, "I wanted to learn about the Japanese education system." Another wrote, "I'd like to know elementary school's situation."

Thus, there were numerous reasons that the interns chose to participate in this internship. Interest played a major role and part of the reason may have been that they really did not know

what the internship would involve when they first signed up for it.

Elementary School Motivation

In an interview at the end of the semester, the elementary school principal explained what the goals were for the elementary school.

1. OJU interns actively help with English classes
2. OJU interns support in other classes as teachers need them
3. OJU interns serve as models of students who studied and went on to the university
4. OJU interns, especially, international interns, serve as models of what the international students can achieve. These interns also had to learn Japanese to succeed in Japan
5. OJU interns support students to gain multicultural understanding through interacting with interns and each other in class: domestic and foreign students

The internship program with OJU was different than volunteers at the schools. There were volunteers, but many came after school at convenient times for them and the school. OJU interns went together to the elementary school every Monday for two classes. As teachers are very busy teaching, preparing to teach, and helping with other activities, having our students in class was both an asset and burden. It was especially time consuming for the elementary teacher who had to organize the classes and decide ahead of time which interns go to which classes, as our interns were often in classes from 1st grade to 6th grade.

OJU Motivations

OJU sought to create a program, which we called an internship, that would provide our OJU interns the chance to work with elementary students every week, and that also provided an opportunity to critically reflect on what they were doing, what they were learning, and how they needed to change.

OJU Goals for Interns

1. Understand international students' problems in a Japanese school
2. Support international and domestic students' learning
3. Actively support the teaching of English in the classes
4. Understand the current situation in a Japanese school

Interns' Individual Goals of Learning

As picture book reading was expected during the break when the interns went to school, Dr. Kato-Otani demonstrated how to read picture books effectively in the 2nd OJU class, and

she asked interns about what they wanted to learn through the internship. In the discussions, interns talked about trying to help students, reading books, and playing in the playground. The facilitator of the course, one of the authors, realized at this point that the interns were not focused on any aspects of the internship. They were participating and observing the experience through too large a lens. In order to reflect and learn, each intern needed her own specific focus of learning. Thus from this point, interns each created her own purposes.

As the research on reflective learning and experiential learning highlights, interns need to have a focus for the experience (Dewey, 1938; Kolb & Kolb, 2017; Schon, 1987; Watanabe, 2017). If they just do their internship work and write in the journals about anything and everything, they may not, in fact, learn in-depth. Even with specific questions in a journal, they needed a focus on themselves in the learning process and opportunities to discuss the experiences in S. Elementary School.

For the first two days at S. Elementary School, interns just responded to the journal questions through observing what students and teachers were doing, helping students, and noting what they were doing. Then in the OJU class, interns were asked to find two aspects in the classroom that they wanted to learn about themselves. Thus, they would be working with students, and thinking about how they can learn themselves.

Students often had several individual learning purposes. These purposes can be divided into three categories. Thus, the numbers below are more than the number of students. After analyzing the interns' responses, three main individual learning purposes emerged: related to teaching (8 answers), communication (7 answers) and education (2 answers).

Interns' Goal of Learning about Teaching

Teaching is connected to ideas such as how teachers select questions to answer among all of the questions that students ask. Related to types of questions would be how to explain clearly. It also involves how to handle the daily tasks of teaching, including discipline. Another aspect is how to motivate students. How do teachers encourage students to join activities? Finally, it would include teaching in a diverse class and promoting diversity and cultural sensitivity.

Shoko (All names are pseudonyms) wrote, "Some students asked me something. I want to answer all the questions, but it is difficult. Thus I have to choose the questions to respond to. On the other hand, the teachers can continue a class smoothly by ignoring some questions. I would like to know how to select a question I should answer." She added, "These things are so important for my future and it will make me more positive and active woman."

Another student wrote that she wants to make English interesting. She wrote that she heard a 1st grade student say, "I don't wanna study English." Because of this she wants the students to enjoy learning and she wants to give opportunities to students to enjoy the learning process.

Interns' Goal of Learning about Communication

Communication is connected to talking and promoting talking. It would involve learning how to communicate with international and domestic students, being patient and listening to the students, and giving them chances to communicate. This would also involve communicating with students and understanding not just their words and the content but their attitudes and feelings. A key component of communication is to understand the students' feelings and attitudes.

Maya indicated that she wanted to learn how to interact with a non-Japanese student who did not understand the lesson so well and how to help them. In addition, she stated, "I want to gain the courage or initiative to do things that will help me to grow."

Another student, Aya, wanted to connect the foreign students to Japanese. She realized she cannot help all the time, but she wanted to do her part to get them used to using Japanese. As she said, "So, I do my best."

Kaho wanted to reduce the language barrier for the non-Japanese speaking students. She wanted to help them with Japanese and she felt that if they can gain more Japanese they can understand classes and talk to more Japanese people.

Ayaka wanted to learn about teaching. She wrote, "I experienced Big Sister, moreover, since I have changed to WGL course, I have increased thinking about leadership." Big Sisters is a program at OJU in which 2nd and 3rd year students take leadership training and support 1st year students. In the first year, students are put in groups with several Big Sisters as leaders. The Big Sisters support the students during their first year at OJU, and often the groups become good friends. She wrote about teachers at the elementary school, "I think teachers are like facilitators and leaders. They have to maintain a better environment for students. Therefore, teachers have to make students enjoy and [discipline] when students are rude." She added that this is not easy and she wanted to observe and learn how to get the students' attention and how to discipline when necessary.

Yoko wanted to know how they were feeling or thinking. She wondered if the foreign students really understood what the teacher was saying. Or, she added, "Are students pretending to know?"

Interns' Goal of Learning about Education

The area of education is broad. This would include understanding English education in elementary schools, and noticing how English can be interesting.

These goals were present for both native and non-native Japanese speakers. One non-native Japanese speaker said that she was not familiar with the Japanese education system, since she was raised outside of Japan. Yet she wrote, "I am eager to learn more about it [teaching]."

Ayaka had a goal to know English education in elementary school. She wrote, "Since I entered Osaka Jogakuin University, I have exposure to English. Therefore, I am interested in teaching English." She added that S. Elementary School is unique with 40% foreign students and she wants to see with her own eyes.

Yoko was interested in the diversity situation at S. Elementary School. She wrote, "In my elementary school, there were no foreign students. How do teachers solve problems, help students, and communicate with students?"

One non-native Japanese speaker also had broader goals of education in mind for learning. She hoped to "encourage others to join various activities." She wanted other OJU students to volunteer so they can explore what they want to do when they grow up. She suggested that they can "volunteer in kindergarten or home for the aged." This will contribute to society as well as help university students "become mature." She wanted to educate other university students about opportunities to contribute to society and to grow themselves.

As can be seen, these individual goals are related to themselves and learning about how to help elementary school children. In addition, one of the interns was also thinking deeply about how to help other university students.

While these individual goals fit into three categories, it is also important to remember that interns had multiple goals. In fact, one intern had goals in all three categories. This shows that the interns were thinking and reflecting on the experiences they were having in S. Elementary School. They were thinking not only inward about themselves, but outward about helping others. They hoped to help students, both domestic and foreign, and through this they wanted to learn and improve themselves.

Interns' Learning in the OJU Class and Connecting to the Elementary School

Reflecting on What They Saw in the Elementary School

As stated earlier, experience without reflection does not necessarily lead to learning (Dewey, 1938; Kolb & Kolb, 2017; Schon, 1987; Watanabe, 2017). Thus, we created numerous opportunities for students to reflect on the experiences in the elementary classrooms. Journal writing and sharing are central to deeply thinking about experiences. By writing down the answers to the questions in the journal, interns thought about the classes before helping and after finishing. Appendix B depicts the journal questions. Each intern received 10 papers at the beginning of the semester, so they all knew they needed to write 10 journal entries.

While interns did not answer all the questions, the questions stimulated them to think about the students and the classroom. They also nudged the interns to think about the next classes and how they can improve their work.

In addition, the individual learning purposes helped the interns focus on what they

wanted to learn through the experience. As the Association for Experiential Education (n.d.) says, the experience needs to be meaningful for the interns and not necessarily easy. The individual purposes required them interns to think about themselves and what they are learning and not some abstract ideas.

Finally, at the end of the semester, each intern gave a final PowerPoint presentation to the class, the principal of the elementary school, some OJU teachers, and other students. This presentation was an opportunity to share their experiences and their learning. By preparing the presentation, interns once more needed to reflect on their whole experiences and how these were connected to their individual purposes.

Reflecting on Their Own Lives and the Experiences: 2nd Language Learning

In one class at OJU, while sharing journals about their experiences in the elementary school, the interns talked about how learning Japanese as a 2nd language was difficult for the foreign students in S. Elementary school. They observed some students who could not understand what the teacher was talking about. This led to a discussion about language and learning. We talked about their experiences learning a second language. In this case, English.

For six students, Japanese was their first language and for two, Japanese was not their first language. In class we carried out a survey about their most preferred and least preferred English language skill. Of course, these answers are based on the interns' personal feelings. Yet, this is very important when we consider that it is the learner who learns. Thus, their perceived means of learning is important. Figure 1 shows the results. Among the interns with Japanese as their first language, they viewed themselves weak at English grammar (3), speaking (2) and writing (1). However, they said that they were strong at reading (2), listening (2), speaking (1) and writing (1).

We had two interns for whom Japanese was not their first language. Both think they are poor at grammar in English, and one prefers speaking and the other prefers reading. See Figure 2.

What is important for the interns about this information is the fact that they have different skills in a second language that they prefer and do not prefer. This did not surprise them as they saw this as individual differences and less to do with the structure of schooling.

Yet, this opportunity in the OJU class provided the opportunity to reflect deeply about 2nd language learning and how the international students in the elementary school will also have preferences for language learning, just like them. These students need support to learn the different skills.

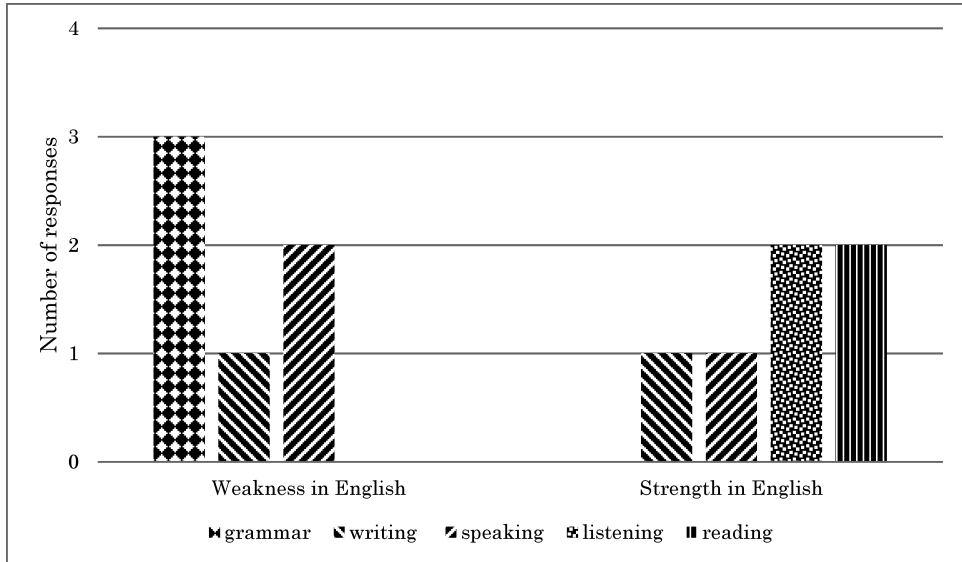


Figure 1. Japanese as First Language Students' Preferences for Learning English

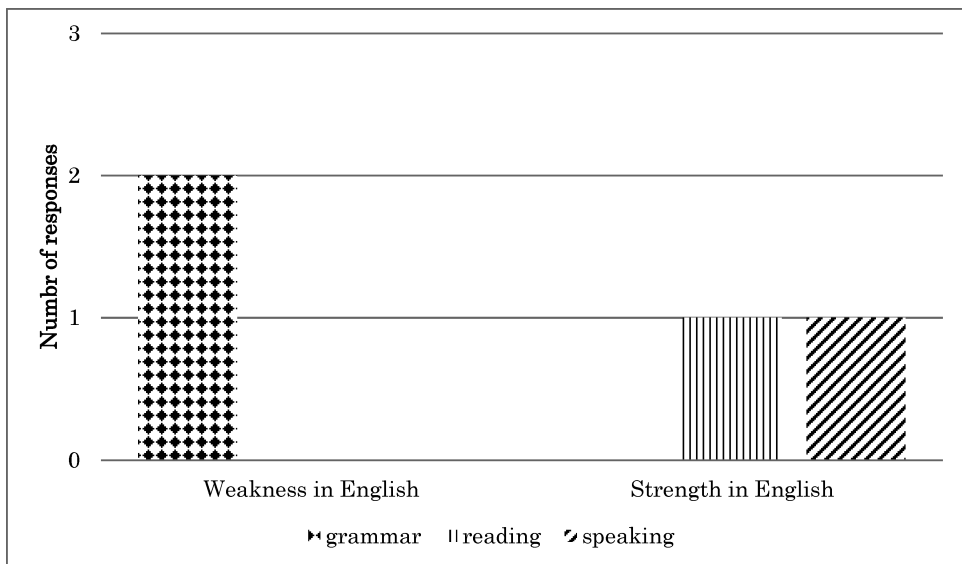


Figure 2. Non-Japanese as First Language Learners' Preferences for Learning English

Academic Learning of Arithmetic

There were several cases of drawing on the learning experiences in the classroom to help the interns learn about academic language and how it might vary from cultures (Chamot & Malley, 1994). In the classroom, students use academic language to learn concepts in different areas, such as science and math. One example the interns faced was subtraction.

In the 3rd grade, students were learning subtraction. Interns initially had some difficulty

with just the translation of words into English, such as subtract, add, carry over, etc. Then the confusion for the non-Japanese students became the concept of how to subtract.

Japanese as First Language Interns and Subtraction

The interns helped elementary students in the classroom with subtraction, and some of the international students had trouble. In the OJU class, we talked about subtracting and interns went to the board and did a subtraction problem. The interns included ones with Japanese as their first language and Japanese as their second language.

Below is one of the ways that several Japanese students subtracted. There are other conceptual ways of thinking about subtraction, yet this way proved difficult for interns who were not educated in Japanese elementary schools.

$$\begin{array}{r} 23 \\ - \underline{9} \\ 14 \end{array}$$

To subtract 9 from 23 you borrow 10 from the 20 section. The 10 is moved to the ones row, which has 3. The ¹ is added to show that 10 was added. Note that the ¹ is added after the 3.

$$\begin{array}{r} 23^1 \\ - \underline{9} \\ 14 \end{array}$$

You also cross off the 2 to show that it is not 20 anymore and write a “1” to show it is 10.

$$\begin{array}{r} 123^1 \\ - \underline{9} \\ 14 \end{array}$$

Then you subtract: $10-9=1$. The 10 is indicated by 1 about the 3¹.

$$10-9=1$$

And finally add 3 to 1 for the answer of 4.

$$1+3=4$$

And then you bring down the 1 from the 10s row for the answer of 14.

$$\begin{array}{r} 23 \\ - \underline{9} \\ 14 \end{array}$$

If you had trouble understanding this concept of subtraction, it is because it is different than how you might be used to it. In the U.S. in many elementary schools, students just subtract the 9 from 13 ($13-9=4$). Thus, adding the step of $10-9=1$ and $1+3=4$ is confusing. Yet, for many interns educated in Japanese elementary schools, this made sense.

Japanese as Second Language Interns and Subtraction

These interns also need to learn the vocabulary in Japanese for words, such as subtract, carry over, etc.; however, the concept of subtracting is also different. Below is one way that the interns who did not learn subtraction in Japan conceptualized the same subtraction problem.

$$\begin{array}{r} 23 \\ - \underline{9} \\ 14 \end{array}$$

To subtract 9 from 23 you borrow 10 from the 20 section that becomes 20. The 10 is moved to the ones row, which has 3. That becomes 13 with the 1 in front of the 3. Here the 1 is in front of the 3 and not after, as in the first way of subtracting.

$$\begin{array}{r} 2^13 \\ - \underline{9} \\ 14 \end{array}$$

You also cross off the 2 to show that it is not 20 anymore and write a “1” to show it is 10. This is the same as the Japanese way of subtracting.

$$\begin{array}{r} 12^13 \\ - \underline{9} \\ 14 \end{array}$$

Then you subtract: $13-9=4$ and bring down the 1 from the 10s row. The answer is 14. Unlike the Japanese way of subtracting, the intern just subtracted $13-9$ and assumed that the learner could do this calculation in her head.

Comparing Conceptual Learning in Arithmetic

The thinking about how to subtract is quite different. Though it has been explained above, we examine it one more time. For the Japanese concept of subtracting, the numbers are kept less than 10, so you have $10-9=1$ and then add $1+3$. However, those raised outside Japan were confused by this.

One intern, whose first language was not Japanese, asked, "Why is it 10 and not 13?"

A Japanese intern replied, "13 is too hard for elementary students to remember, and there are only 10 fingers. If you use your fingers, you need less than 10".

The first intern asked, "But then you have to add 1 and 3. You added an unnecessary step. And where is the 2 from?"

This conversation between the interns in the university class led to the interns reflecting on both how they learned math as children and how international students in S. Elementary School may have difficulty in understanding concepts that are different from their own. Since the interns had trouble understanding the other way of doing subtraction, they experienced for themselves the discomfort of learning a new concept, something the international students at S. Elementary School were facing.

Summary of Internship Learning and Link to the Elementary Classroom

These discussions in the OJU classroom concerning 2nd language skills and how to subtract were directly connected to the learning of the interns in S. Elementary School. The interns brought these ideas from their experiences to the OJU classroom where we thought deeply about the experiences and connected to their own past experiences. Without the OJU opportunities to reflect on their own elementary school experiences, the interns' learning would have been limited. In addition, through the OJU class interns acquired knowledge that they can apply when they go back to S. Elementary School and work with both the international and Japanese students.

Through the elementary classroom experience of helping students with learning the vocabulary of subtraction and discussing this in the OJU classroom, interns realized that the Japanese language is not the only problem for international elementary students. Understanding ideas around math, science, and other subjects could be a problem. Thus, just teaching students Japanese for the classroom is not enough. Students need to understand the concepts deeply and not just superficially.

After this OJU class, the interns said they were still a bit confused about the "other" way of doing arithmetic. In fact, it took a while for the interns to really understand the concepts behind the subtraction method, but they now knew there were different ways to think about doing math and this would help them.

One intern added, "Now I can explain to the Filipino student how to do math the Japanese

way and I can explain better.” Another added, “Yes, I never realized that there were different ways to do subtracting. Is this true with other ideas besides math?”

In this way the students were learning about learning. More importantly, they were reflecting on their own learning. The two cases of learning languages and subtraction highlight this. Through reflecting about themselves and others’ ways of learning, they were developing skills to support the linguistic and academic growth of others. In addition, through the experiences and reflecting deeply on them and asking difficult questions, these interns were growing as learners and as individuals. This learning was unique as it is a link between the real-life experiences of the elementary classroom and understanding in the university classroom.

Our Future

This was the first semester for this internship and everyone learned a great deal. There is much to improve and much to reflect on. Additional research that includes observing what the interns are really doing in the classrooms would provide a better connection between what the interns are saying and what they are actually doing. Second, in this research we have only heard the voices of the interns and the elementary school principal. Unfortunately, there was no time to interview teachers. Future research should examine teachers’ perspectives. If possible, interviewing elementary school students would add a rich mix to the data.

Yet, the interns did have ideas on how this program can be improved from their points of view. First, they would like to stay in one class for five weeks, so that they could get to know the students, the teachers and the subject content. In addition, the students and teachers could get to know the interns better and with deeper understanding they could have a more positive influence on the students and their learning.

The interns had a suggestion about organizing the two class internship. This semester the interns visited two classes on the day of the internship: a 9:45-10:30 class and a 10:45-11:30 class. They were always going to different classes. The interns suggested that in the future that one class remain the same for five weeks, and the other class continue switching between grade levels. That way they could see all grades and help with the English classes and support the English teaching and learning and have time to make connections with students in order to work on their individual learning goals.

From now, in addition to the interns, OJU will also have volunteers at S. Elementary School. These volunteers will be former interns, so they will have knowledge and skills developed through the internship and through the classes at OJU. We will also consider having interns at a local school in Tamatsukuri.

Conclusion

The elementary educational internship was developed to help the interns learn about elementary school in 2017, the situations the students face, and about themselves as learners and future leaders. Thus, the internship was an opportunity for reflective learning about experiences set in the local community. Initially, the content of the learning was from the instructor/ facilitator. However, as the semester continued, the content of the learning derived from the experiential setting and from the interns' interaction with the students and teachers at S. Elementary School.

The interns' own journal notes and their reflections on the experiences shaped the learning. This knowledge became the topics discussed in the class and their own perspectives help shape the class as the teacher acted as facilitator and the interns took on key learning roles.

Two areas that interns learned about in both the elementary and OJU were the learning of 2nd language learners and different ways to conceptualize subtraction, depending on the countries students are from. The key learning experience was the interns' own individual learning goals. Each intern chose what she hoped to learn from the internship and this put the needed focus on the learning for her. This gave each of them a question to keep in the back of her head to think about after each day at the internship, and she could reflect on any progress made on attaining those goals. While the interns did not reach their goals, they are on the path to improving themselves in terms of asking questions, knowing how to interact with students, and knowing about their own limitations and areas to grow.

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Appendices

Appendix A: Syllabus

Syllabus: EXP 2040 Elementary School Education Internship

Instructor:

Internship Date: Mondays from May 8: 9:45-10:30 and 10:45-11:30 (for 10 weeks)

Class at OJU is every other Monday from 18:20-19:50

Office hours: Monday 15:00-16:30; Wednesday 11:10-12:30 Friday 15:00-16:30

Please come and talk with me if you have any questions.

2 credits

Objective

Students will do an internship in an elementary school for a semester. They will support the teachers to help children in this school with learning. This might involve speaking English and phonics. This internship will also help our students learn how to support the children’s learning through discussions and lectures.

Learning goals

- ✓ Can support children’s learning of English in school
- ✓ Can reflect on how they are helping others
- ✓ Can talk about different ways to support children’s learning of English that you study in class
- ✓ Can keep a diary on learning
- ✓ Can give a presentation or report on the internship

Content: Will go to school for two hours a week for 10 weeks to help children learn and will meet at OJU seven times to prepare for helping the children. At OJU students will learn help to teach English. At the end of the semester, students will give reports about what they are doing, learning, and concerned about.

Evaluation

- Classwork 20%
(class participation, assignments and leading discussion, etc.)
- Doing internship 40%
- Journal writing & other writing 20%
- Presentation(s) 20%

Classwork: Students will often have the responsibility to read in-depth and prepare discussions for sections of readings.

Doing the internship: You will need to go to the school to help children with learning.

Journal writing: You will need to keep a journal. In it you will write about preparation for the internship and reflect on what you learned. In addition, there might be other writing assignments.

Presentation: At the end of the semester all students will give a presentation on their internships.

Late homework will get half (1/2) the points. Homework that is more than two weeks late is not accepted.

Textbook: No textbook but readings

Tentative Schedule

Class at OJU is Monday 18:20-19:50

Schedule at Elementary School and OJU

DATE	Did in OJU class	Intern	Homework
1. 4/17	Introduce		
2. 4/24			
	Golden Week		
3. 5/1	Talk about booklet Etiquette at school Elementary English lesson plan		Write in journals and be ready to discuss
4. 5/8		intern	
5. 5/15	Picture books Sharing journals	intern	Read Multiple intelligences (MI) in booklet Write in journals and be ready to share
6. 5/22		intern	
7. 5/29	Talk about MI What are your individual purposes Sharing journal	intern	Write in journals and be ready to share
8. 6/5		intern	
9. 6/12	Review MI See Scott's Japanese mistakes Sharing Purposes Sharing ideas on math concepts	intern	Reading: What is learning
10. 6/19		intern	
11. 6/26	Sharing on progress of purposes Language learning and you	intern	
12. 7/3		intern	
13. 7/10	Final presentation with principals	intern	
14. 7/17	Review internship and learning Talk about purposes Suggestions to improve		

Appendix B: Reflection Journal questions

Your name _____ Date _____

Time _____ to _____

Where _____

Class and level _____

Today's topic _____

1. How did you prepare?

2. What did students do?

3. What did you do?

AFTER YOU FINISH

4. What was easy to day?

5. What was difficult?

6. What did you do that was helpful?

7. What would you do different?

8. What did you learn?

9. What do you have to prepare for next class?

