An aerial photograph of a city, likely in a high-altitude region, showing a dense residential area with colorful roofs in the foreground and a more developed urban area with taller buildings in the middle ground. In the background, there are large, rugged mountains with patches of snow under a hazy, overcast sky. The overall tone is somewhat somber due to the grey sky, but the colorful roofs add a touch of vibrancy.

BYU EXPERIENTIAL LEARNING & INTERNSHIPS

2019 Stories & Spotlights

COLLEGE OF HUMANITIES

INTERNSHIP COORDINATORS

Alan Manning	Editing
Brian Roberts	American Studies
Christian Clement	German & Austrian
Christopher Oscarson	Scandinavian - Finland & Sweden
Danny Damron	Humanities
David Laraway	Philosophy
David Stock	Writing Center
Dawan Coombs	English Education
Doug Porter	Professional Language
Elliott D. Wise	Art History
Grant Eckstein	TESOL Majors & Minors
Grant Lundberg	Slavic & East European
Janis Nuckolls	Linguistics - Undergraduate
Jennifer Haraguchi	Italian
Jeremy Browne	Digital Humanities & Technology
Jim Toronto	Arabic
Matt Christensen	Chinese Flagship
Michael Call	Comparative Arts & Letters
Nancy Turley	Linguistics & English, Language 1 st Contact
Nate Kramer	Scandinavian - Norway, Denmark & Iceland
Richard D. McBride	Korean
Scott Alvord	Spanish & Portuguese
Shu-Pei Wang	Chinese
Steve Moody	Asian and Near Eastern Languages
Tony Brown	Russian
Trina Harding	English
Yvon LeBras	French

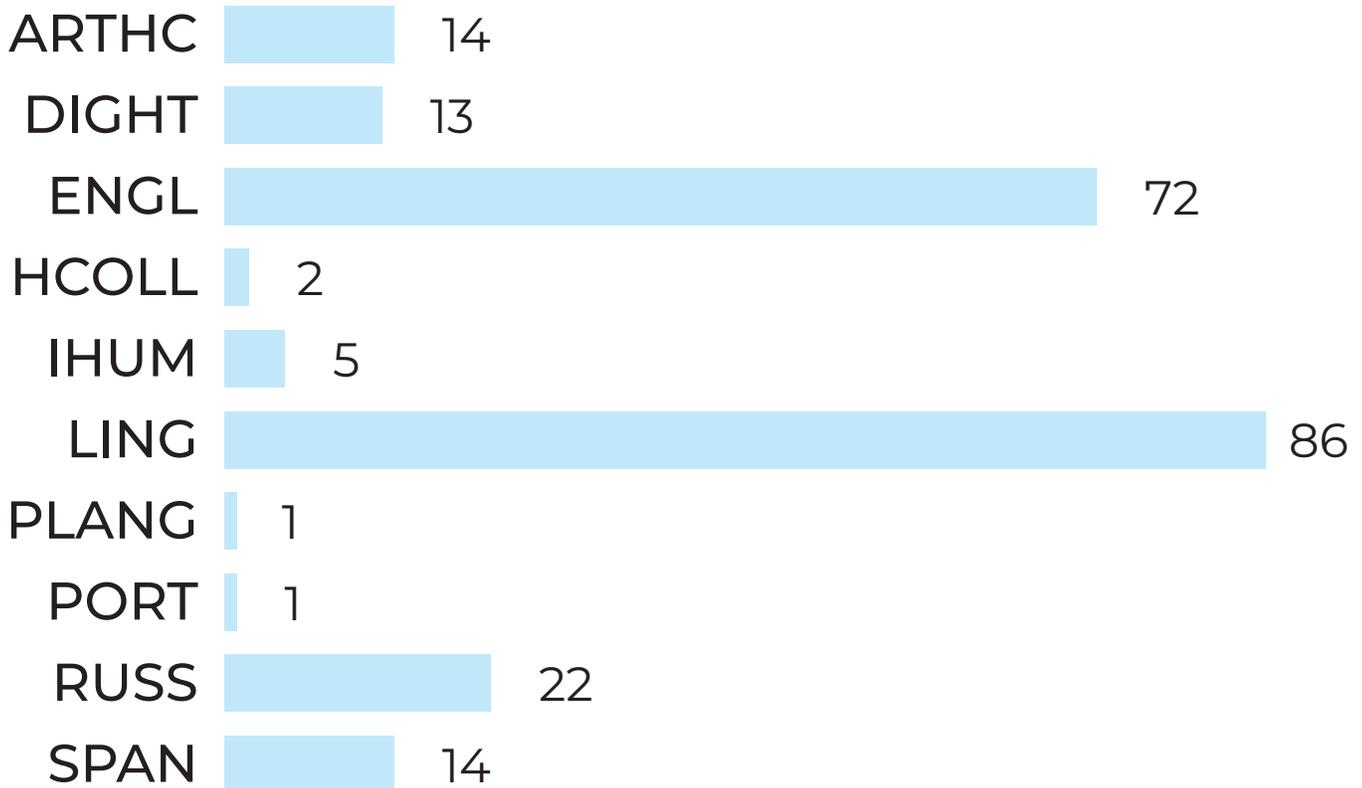
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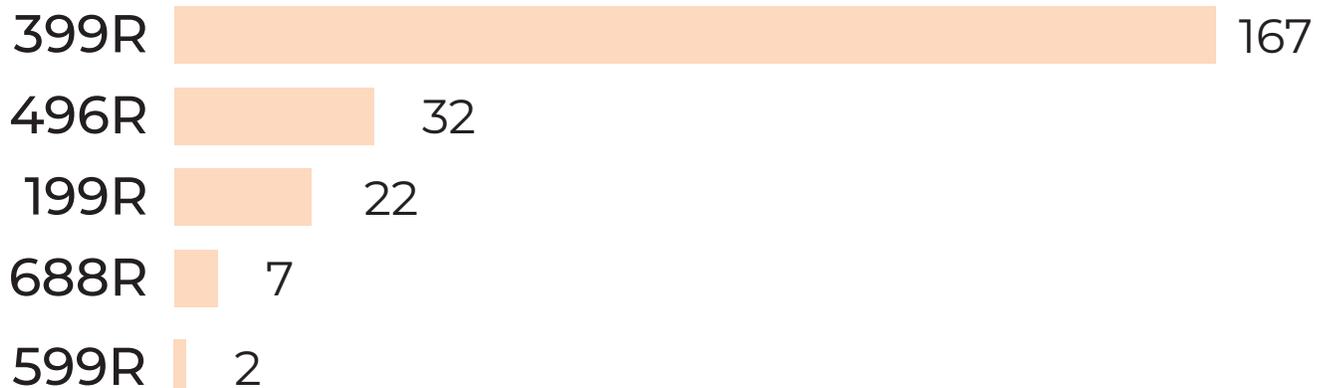
**These stories were submitted by the students via survey. If your department is not represented, then we did not receive a suitable response from your interns. The college internship statistics only reflects internship courses where the students completed an internship application before enrolling.*

COLLEGE INTERNSHIP STATISTICS

DEPARTMENTS



COURSES



230

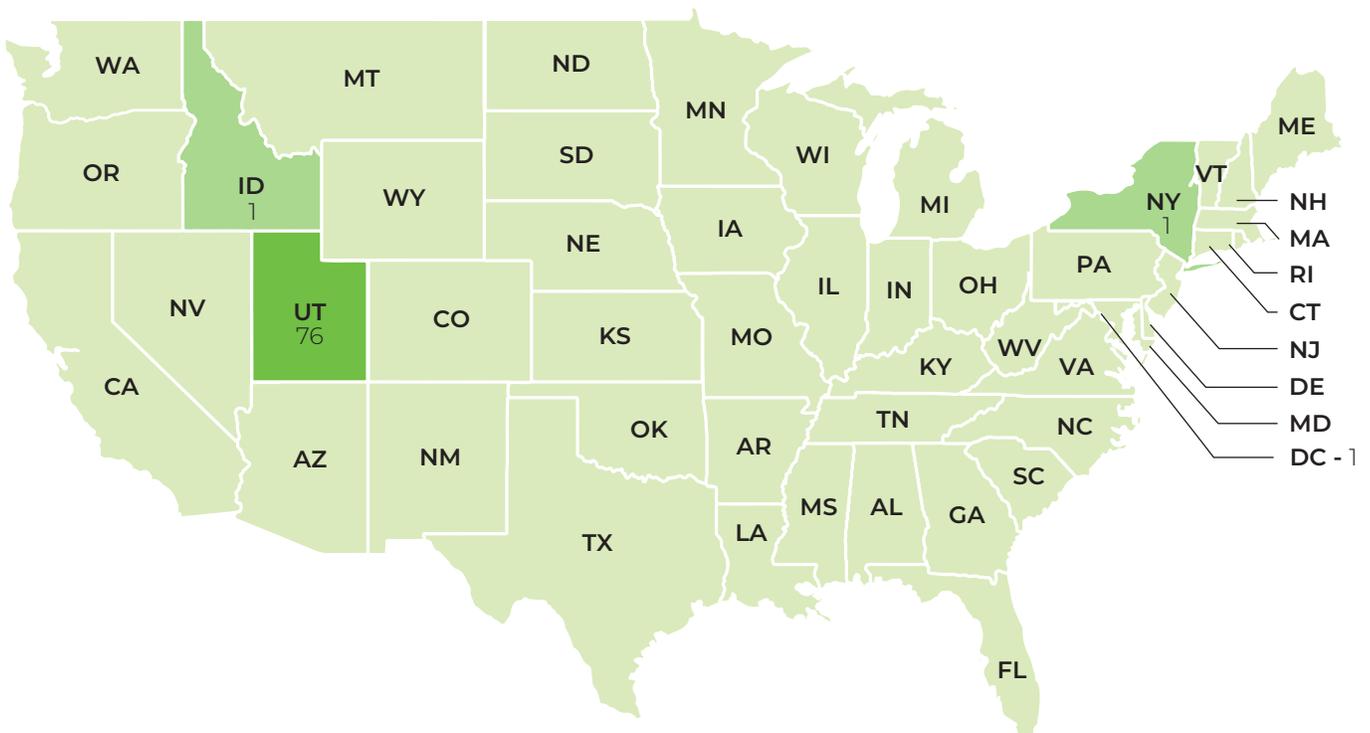
INTERNS

2019: WINTER • SPRING/SUMMER • FALL

TOP 5 PROVIDERS

1. BYU On-Campus (125)
2. Riga Ghetto Museum (22)
3. Springville Museum of Art (8)
4. Selnate International School (7)
5. Nebo School District (5)

IN 4 TOTAL STATES



JESSICA BROUSSEAU

THE MORMON WOMEN PROJECT

I worked directly with the Assistant Director of the museum to work to support the operations of the museum. I worked on marketing plans, grant lists, and various other tasks related to museum development. I spent a lot of time working on data entry to organize the lists of contact information that the museum uses to invite people to come to and donate to the museum. While a lot of the work was somewhat tedious, I always

felt like I was contributing to the mission of the museum.

I was able to look into the inner workings of the museum, and I am now better able to understand what I want to do in terms of a career in a museum.

“While a lot of the work was somewhat tedious, I always felt like I was contributing to the mission of the museum.”



Jessica Brousseau in front of the SMA sign.

I was able to develop and hone my skills in marketing and development. My art history classes gave me an appreciation for art museums and the people who work to conserve and show the art. A class I took about museum studies especially prepared me to know a little bit of what I was getting into.

Yes, I do recommend this internship! Everyone at the museum is so great to work with, and the work done is meaningful and useful in preparing for future museum work.

[READ MORE ABOUT JESSICA'S STORY HERE](#)

CAITLIN ELLIS

SELNATE INTERNATIONAL SCHOOL



Caitlin Ellis (front row, second from the left) on site of her internship.

I taught my own class on Mondays and Wednesdays. It was a high-beginning vocabulary class. For this class, I came up with detailed and useful lesson plans for these days that included engaging activities. My goal was to get students involved in the learning process, learn new vocabulary, and be excited for the time at Selnate.

I also was a TA on Tuesdays and Thursdays for the school-wide culture class. This class involved preparing discussions, organizing field trips, and

keeping a large group of students focused on the class and the teacher.

I learned how to run my own classroom. This was my first time teaching on my own. I had to adjust to different learning styles, time constraints, and locations. I also learned how I manage a classroom, how teacher/student interaction works for me, and who I really am as a teacher.

I learned a lot about working with administration and other teachers. Selnate is small and requires everyone



to help out and do their part. My courses prepared me for the daunting task of planning for daily lessons, weekly goals, and semester goals.

They helped me feel prepared so that when I walked in to teach my first class, I already felt like I kind of knew what I was doing. This confidence helped me learn from my experience more by letting me know that I had the background knowledge necessary to be successful, I just needed to put it all into practice in a way that worked best for me and my students.

“I understand that teaching is a lot of trial and error, but the way for it to be successful trial and error is to notice the errors and fix them before they happen again.”

Before I started the semester, I worked with the Director and Assistant Director of Selnate to get an idea of the class that I would be teaching. I then worked to set goals and think of ways that I could

do what they asked me to the best of my ability. I referred back to notes and activities from my undergrad to guide me as I planned lessons and activities. I remembered the importance of student talk, and I used that as a foundation for my class. I wanted them to talk and work together to discover their own learning.

I would take time at the end of the week to reflect and think about how the week went. Occasionally, I would think about things at the end of classes. I wrote down activities that worked, and I wrote down activities that needed modification. I understand that teaching is a lot of trial and error, but the way for it to be successful trial and error, is to notice the errors and fix them before they happen again.

Yes, I recommend this internship! It is a fun internship. Working in a small school makes you feel like you matter because you are as important as the other teachers. It is easy to get to know other teachers, administrators, and the owner because you are all constantly working with or near each other. I felt like they cared about my success and wanted to help me be successful.

READ MORE ABOUT CAITLIN'S STORY HERE

ISABELLA LAUREN FAVERO

PROVO ADULT EDUCATION

For my internship, I co-taught two classes at Provo Adult Education, one class Tuesday, Wednesday, Thursday from 6-9 and another Tuesday, Thursday 10-12. I mostly focused on pronunciation and grammar, but I was also able to teach listening and speaking. I helped the students with in-class assignments. I

“I learned that I can play a big role in helping to motivate students to come to class and learn as much as they can.”



Isabella Lauren Favero's class. Left to right, top to bottom: Maria, Hugo, Lina, Mei, Rosemary, Fredy, Julio, Junior, Efren, Jordan, Carla, me, Anu, Ani, Nora



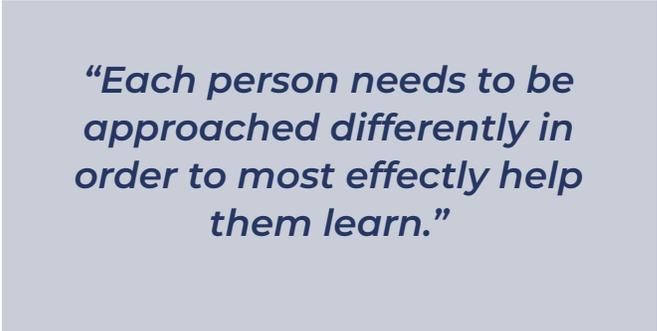
also helped create and execute our final class project of written stories from each member of the class.

For pronunciation, I planned lessons for the class and I evaluated each student at the beginning of the semester to determine what to focus on. I taught at least once a week from the chapter we were working on in the book. Sometimes I taught vocabulary; I often taught grammar, and I facilitated listening and speaking activities. I created games for the class to participate in and I graded tests and assignments.

Teaching English is about the people. Each person needs to be approached differently in order to most effectively help them learn. These students really wanted to learn English. No one was forcing them to come. They came because they wanted to be better at the language and they were driven to work hard. I learned that I can play a big role in helping to motivate students to come to class and learn as much as they can.

The speaking and listening class helped me to know what to expect from

the experience and what we would teach. I think the most helpful was the lesson planning class. I planned lessons every week, sometimes multiple times and that course helped me so much to know how



“Each person needs to be approached differently in order to most effectively help them learn.”

to focus on the goals and objectives I had set. My major classes helped to prepare me to know how to teach and to assure me that I had the knowledge to help students with pronunciation and their language use in general.

I developed time management, better communication skills, team work skills, resourcefulness, flexibility, creating relationships with my colleagues and also knowing what type of relationship is appropriate between my manager, my students, my co-teacher.



[READ MORE ABOUT ISABELLA'S STORY HERE](#)