The partnership with the institution’s instructional design team (IDT) has made it possible to deliver the internship seminar online through webcampus (a.k.a. Blackboard) to all interns regardless of the geographic location of their placement. In the past, only those interns placed in the local area were able to physically attend the seminars. Interns outside of the local area were sent seminar materials to review on their own. Content on webcampus is organized in a timeline that matches the internship manual and internship itself. Seminar content on webcampus includes video presentations and learning modules on: sexual harassment prevention, universal precautions, confidentiality, legal concepts, personal injury, in loco parentis, professional liability, security insecurity, family and community engagement, tutoring, bon appetite (ethical dilemma), netiquette (ethical dilemma), and failure is not an option. The ethical dilemmas are presented in learning modules that take the intern through steps or stages: a real situation from an actual case (ethical dilemma) is presented, the intern votes on what they think should happen next (voting results are displayed in real time so the intern may compare themselves with others), what really happened in this case, what are other possible solutions (outcomes), and legal implications are explored. The seminar content resonates with the professionalism domain of the internship evaluation. In an IDT study, comparing the professionalism scores for interns using face-to-face seminars with interns using online seminars, found that the conversion of the seminar content to online was as efficacious as the face-to-face seminar format previously used (see attachment: Online Instruction with Educational Videos in a Pre-Service Teacher Internship: Performance Outcomes and Intern Experiences). Interns responded to a technology survey about the webcampus experience. Survey results led to these changes:

- Some interns had difficulty accessing videos and others did not. There were two factors contributing to this problem. Webcampus did not interface with some browsers or interfaced partially enabling only some content to be viewed. It was determined that Explorer and Chrome browsers were compatible with webcampus while Firefox and other browsers were not. The second access issue concerned the institution’s secure server encryption. When the intern used an unsecure server from their home computer to access webcampus, that server was unable to decode the encrypted information. The institution contracted with an outside company that is able to interface its secure server (https) with other servers (http).
- Interns indicated they preferred videos less than 10 minutes in length. Longer video presentations were either redone or split into smaller segments. One lengthy presentation was not split but a printable advanced organizer was added for cognitive mapping and guided note taking.

The collaboration with IDT for the online seminar has had other benefits. The intern reflections journal is now on webcampus. This journal is private between the intern and supervisor. An intern’s reflections journal entry is immediately available to their supervisor for comment. The intern makes two journal entries per week, one free topic and one assigned topic. Supervisors report that they have been alerted to potential issues more quickly through the webcampus journal entries and were able to respond much earlier. Having the reflections journal on webcampus had an unexpected result: for the first time the director was able to access an entry at the same moment as the supervisor and mentor the supervisor in their online response to the intern. Supervisors who had been lax in regards to the reflections journal entries and responses now were now visible and their expectations and response times improved. Another benefit is that interns are able to self-monitor their progress on accountability quizzes taken after viewing presentations. Their supervisor also has access to the intern’s quiz scores. Also interns upload lesson plans for formal observations for their supervisor to review and make suggestions and comments before the intern teaches that lesson. In a recent webcampus training supervisors said they wanted the pre-observation form added to the lesson plan in webcampus because it gave them more time to peruse it and give feedback before the lesson was taught. And lastly, lead teachers starting in fall 2013 were given
access to webcampus but only to the presentations, manual, and forms. This ensures the confidentiality of the intern’s reflections journal. Preliminary user numbers from fall 2013 though indicate many of those lead teachers only visited webcampus one or two times. The unit will add a technology survey for spring 2014 lead teachers.

The collaboration between the unit and the institution’s integrated services (IS) office is very important. IS builds online forms with relational databases that are accessed from a secure server (https). This has made the collection, management, analysis and distribution of data manageable for the office of field experiences.

- Each semester unit faculty submit the online field experiences placement form which informs the field experiences matrix and the field experiences placement data base used by the office of field experiences and WCSD-hr to facilitate candidates’ placements. The redesign of the paper version of the field experiences placement form into an online form was the collaborative effort of the unit, IS, and WCSD-HR.

- In the fall 2013 semester, there were approximately 475 candidates completing field experiences. Each field experience candidate completes the online practicum scan form (uploading an image of their government issued photo identification) and this is used by WCSD school police for a wants and warrants check, sexual offenders list check and terrorist list check. The redesign of the paper version of the candidate’s practicum scan form into an online form was the collaborative effort of the unit, IS, and WCSD-hr and WCSD school police.

- The director of field experiences and IS collaborated on the following online form. Candidates apply for internship online and this begins the data base for the upcoming internship semester. The field experiences school locations are included in the internship application so the director of field experiences may ensure the candidate has had experience working with diverse student populations (see attachment: WCSD 2012-2013 District Summary Accountability Report).

- Several evaluation forms used during internship require ongoing collaboration with IS. At the midpoint of internship, the supervisor submits the midpoint progress report online. At the end of internship the intern evaluates their lead teacher and supervisor, the lead teacher evaluates the supervisor, and the supervisor evaluates the lead teacher. The evaluations of lead teachers and supervisors are submitted online. The final evaluation of the intern is completed online. All of these online forms mentioned here auto-populate relational databases that are downloaded as excel spreadsheets.