

GLOBAL EDUCATION RESEARCH REPORTS



The Rise of Remote Global Internships:

Promising Practices and the Implications for Career Readiness

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Promising Practices and the Implications for Career Readiness

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Foreword

For the past 20 years, international internships have been a force for disruptive change within international education, moving from outsider to insider through years of hard-fought victories by international internship providers and innovative faculty and study abroad staff. In 2001, when I first introduced students to the idea of an internship abroad in Rome, we were shunned by traditional study abroad offices as not 'educational,' not creditworthy, and not their responsibility. No one would have predicted that international internships would become widely popular and valued, and that virtual international internships would move onto center stage as the remedy to a year of lockdown during the COVID-19 pandemic.

Virtual international internships offer students a way of advancing their career goals and global aspirations in an accessible format. An internship abroad mirrored the global trend of remote work and, in many ways, made college students more marketable than ever before. The post-pandemic world will continue to favor flexible and remote workers, and virtual internships will become just like any internship for many career fields.

While an internship abroad was often regarded as an elite experience, it can now be accessed for a fraction of the cost, broadening the ability for those from more diverse economic and social backgrounds as well as people with mobility and other physical barriers to participation. Outcomes for those taking a virtual international internship show it may also be a better investment. In the first year of *Global Experiences'* virtual internship program, more students saw their short-term unpaid experience become a paid or full-time work opportunity since location and visas were no longer a factor. Concerns that a virtual internship would not be the same as the real thing has been both true and false. In-person experiences are more powerful from an intercultural learning perspective, including language acquisition and personal growth. However, students who participated in virtual international internships report the same or better end of program survey results when it comes to skill acquisition and experience.

But, not all virtual internship experiences are the same, and we are learning that an effective internship provider as an intermediary can serve as a key element of success. Beyond the match-making role, a provider is a career and cultural maximizer offering feedback, assessment, and reflection that enhances learning and cultural comprehension.

The pandemic year has sped up existing global trends, and international education is no different. Online universities have not replaced the need for in-person university, and virtual international internships will also not replace the need for the in-person experience. Still, the virtual internship offers an amazing opportunity for creative program design and increased accessibility making it the biggest success story in what has been a difficult year for the field of international education.

Emily Merson
Executive Director, AIFS Abroad

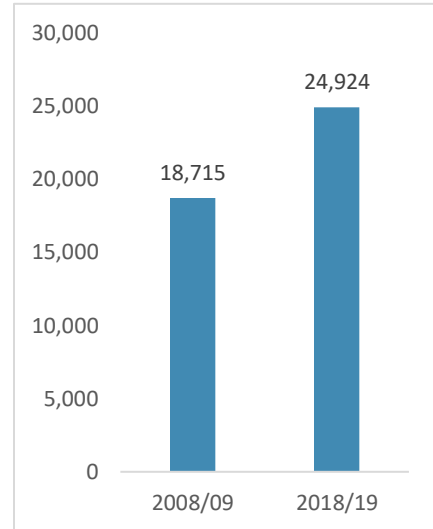
Introduction

Internships are increasingly regarded as a high-impact educational activity that benefits students' personal, academic, and professional growth (Kuh, 2008). Every year thousands of U.S. college students participate in an internship, with some selecting the unique opportunity to intern abroad. In 2018/19, approximately 25,000 U.S. students worked abroad or completed an international internship for credit, increasing by 33 percent from 18,715 students during the 2008/09 academic year (*Open Doors*, 2010, 2020). The popularity of international internship opportunities has grown over the past decade as U.S. universities have established partnerships with international companies (Stacey, 2020). U.S. students have more options for pursuing internships abroad. Government scholarship programs such as the Department of State's Benjamin A. Gilman International Scholarship Program and the Department of Defense's The Language Flagship program also offer scholarships to students for participating in an internship overseas. In addition, global internship program providers such as [Global Experiences](#), part of AIFS, Inc., and [CCRC Asia](#) have more recently provided additional pathways for remote global internship study through GE Virtuoso and Virtual Internships.

Due to the onset of the COVID-19 pandemic in 2020, many students saw their spring and summer global internship programs canceled, postponed, or transitioned to an online environment. The pivot by U.S. universities, global organizations, and internship program providers from offering an in-person experience, whether domestic or international, to a remote internship, occurred rapidly (Hora, 2020; Maurer, 2020). *Global Experiences* (C.Orrison personal communication, March 4, 2021) and *CCRC Asia* (J. Low personal communication, February 26, 2021) reported approximately 50 percent of students who planned to participate in a summer international internship transitioned to a remote global internship by early June. A once rare practice, remote internship opportunities for students, including remote international internships, emerged as a logical trend for companies by fall 2020, continuing into 2021 (Laker, 2021; Union College, 2020).

Given the solid integration of internships into the undergraduate student experience, there are reasons to believe that remote global internships may continue as a common opportunity for students in the future. Nearly 70 percent of graduating seniors from the Class of 2019 completed an internship experience (National Association of Colleges and Employers [NACE], 2020). For students, remote global internships can provide the added advantages of a safe work-based learning experience, eliminating travel and housing costs, and flexibility to manage dedicated work and school hours while still demonstrating a student's interest in developing a global

Figure 1. U.S. Student Work or Internships Abroad, 2010 - 2020



Source: *Open Doors* 2010, 2020

perspective. For employers, providing students with an internship experience has been an essential recruitment pipeline in their quest for new talent (Laker, 2021). A global reach allows companies to identify multi-lingual and new creative talent to fill skill shortages within their organizations (Jeske & Axtell, 2016). Remote global internships also benefit employers who do not need to identify a desk or office space for interns. However, further research is needed to understand whether remote global internships yield the same learning and career readiness outcomes as in-person internships, including the implications for skills acquisition and global citizenship.

The purpose of this paper is to provide insight into the role of remote global internships in providing experiential educational opportunities for university students and the potential role these internships have in developing students' skills acquisition, global citizenship, and career readiness. The first section provides an overview of the definitions used to describe in-person and remote global internship experiences including relative benefits and challenges. It then outlines the three analytical frames of remote global internships: skills acquisition, global citizenship, and career readiness. Through an analysis of recent findings from global internship program providers as well as others, we describe promising practices for supporting remote global internships applicable to all members of the international education community – universities, employers, and third-party providers alike. This paper aims to contribute to the conversation on the possible role of remote global internships to widen the space of availability for students to gain international work experiences while remaining in their home country and the relative benefits of these experiences both during and after the COVID-19 pandemic.

Defining Remote Global Internships and their Implementation

There is a wide range of remote global internship opportunities available to students, each differing in its way. As such, there is a wide range of terms used to describe these opportunities too. Internships involve multiple stakeholders (e.g., students, employers, universities, third-party program providers), each with its own goals and objectives. Therefore, it is necessary to understand what we are describing as a remote global internship.

Internship

An *internship* is defined by NACE (2018) as:

a form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Internships allow students to gain valuable applied experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to guide and evaluate talent.

NACE goes on to outline the criteria for an internship (whether traditional, remote, or virtual):

- The experience must be an extension of the classroom: a learning experience that provides for applying the classroom's knowledge. It must not be merely to advance the employer's operations or be the work that a regular employee would routinely perform.
- The skills or knowledge learned must be transferable to other employment settings.
- The experience has a defined beginning and end, and a job description with desired qualifications.
- There are clearly defined learning objectives/goals related to the student's academic coursework professional goals.
- There is supervision by a professional with expertise and educational or professional background in the field of the experience.
- There is regular feedback from the experienced supervisor.
- There are resources, equipment, and facilities provided by the host employer that support learning objectives/goals.

This definition and the supporting criteria outlined through the NACE position statement on U.S. internships are widely accepted among higher education institutions, employers, and career development professionals. The criteria guide internship program design in the United States.

Remote Internship

Scholars, universities, and employers have described the transition of traditional face-to-face internships to virtual using many different terms, including virtual, online, remote, micro, and e-internship. Bayerlein & Jeske's (2018) definition of *e-internships* as "a real-world work placement where the interactions between the intern and their employer are predominantly computer-mediated" conveys the environment we are discussing in this paper (p. 31).

We selected the term "remote" to describe the environment for this paper to align with terminology used by today's workforce to describe the practice of working in a space that is not the organization's usual place of business (Cambridge Dictionary, n.d.). Many aspects of in-person and remote internships are similar. However, a remote internship experience adds enhanced digital literacy skills for students. Also, there is an expectation from the employer that students are motivated, strong communicators, and able to self-regulate, staying focused on work assignments without the constant supervision that the physical office location affords.

Remote Global Internship

Global internship experiences can take place in-person or remotely. The global internship experience brings an additional layer of experiential learning that speaks to an organization's work in an international context. Some elements of a global internship may include:

- Building a global network of international colleagues within a specific industry
- Gaining work experience in a specific country
- Increasing cultural awareness
- Developing language skills

Building upon NACE and Bayerlein & Jeske's definitions, in this paper we define a *remote global internship* as a work-based form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development where interactions between an intern and employer occur across traditional geographic boundaries and time zones and are facilitated by computer technology.

Hora et al.'s (2020) review of various definitions and terms used to describe remote internship programs resulted in his design of a framework for remote internships that could articulate to stakeholders how specific points of variation affect the student experience and associated learning outcomes. The three variation points for remote internship programs are:

- a host organization (employer or third-party vendor),
- program duration, and
- experiential learning standards.

This framework acknowledges that students participate in a range of experiences organized and supported by their higher education institutions, employers, and third-party providers, even when the experience is remote. In the context of this paper, we find the framework helpful when considering the data and learning from two providers of remote global internships, third-party vendors. These remote global internship providers can play a crucial role in supporting students' personal and professional development through highly structured program models.

"The GE Virtual Internship was an amazing opportunity to enhance and further develop my skills in an online format. I was initially nervous as to how beneficial my internship would be since it was virtual, but I had an amazing placement, and my supervisor really pushed me to develop my skills. I was able to learn about an area of interest and skill that I would not be able to in University, and I got the opportunity to work one-on-one with my supervisor, which really allowed me to develop great communication skills. Working one-on-one also allowed me to be mentored by my supervisor, and feel like I could ask her questions and develop a great working relationship - which was extremely beneficial for me. The GE team did a great job supporting me before, during and after my internship, and was extremely helpful answering all of my questions during the application and interviewing process."

– Caitlyn, Global Experiences Intern from Carleton University

For example, the program models used by global internship program providers such as [Global Experiences](#) and [Virtual Internships](#) are based on career readiness research. They frequently offer students features such as facilitated group discussions with other interns and one-on-one mentoring, alongside pre-internship orientations, cultural events, and post-program career development. These models have an intentional focus on interactions and support before, during, and after the internship. As part of AIFS, Inc., the *Global Experiences* program model follows a strength-based approach to career readiness by guiding students through a process of identifying and leveraging their strengths from the outset of the program (Figure 2). *Global Experiences* uses students' results from the Clifton Strength Finders assessment to identify an optimal internship placement, provide coaching support to students throughout the internship, and inform students' career decisions post-program. This level of dedicated attention throughout the student journey carefully integrates regular guidance and reflection alongside a support network of peers and program alumni who continue the journey together beyond the students' internship period. *Global Experiences* also offers students the option to receive academic credit for their global internship experience and courses that complement the internship experience, such as intercultural communications in a global workplace and global workforce and leadership development. Similarly, *Virtual Internships* incorporates a professional development hub, Career Bridge, intended to support skill development and prepare students not just for their internships but for their career as a member of the 21st century workforce.

Figure 2. Successful Global Internship Experiences: Before, During, After



Global internship providers serve a unique group of students interested in exposure to another culture or language alongside gaining valuable international work experience. Interns participating in these programs are offered opportunities to attend cultural excursions and discussions centered around cultural similarities and workplace differences. Considered essential elements of the program experience, in 2020, some global internship providers created virtual cultural experiences such as cooking classes and museum tours for students engaged in a remote global internship.

There are benefits and barriers to conducting a global internship remotely, regardless of whether it is supported by a third-party program provider, employer, or higher education institution. These have come more to the forefront in the past year, with an increase of remote global internships being offered. While one might argue that promising practices for a remote global internship are promising practices for any internship or work-based experience, the practices outlined in Figure 3 require a more conscious effort in a remote, international environment. They, therefore, deserve greater attention from employers and students alike.

Figure 3. Promising Practices for Remote Global Internships

EMPLOYERS	STUDENTS
Pair trained mentors with student interns	Communicate proactively and regularly with a supervisor or mentor regarding assignments, priorities, and reflections
Assign project-based work	Implement organizational strategies to manage time, meeting schedules, project deliverables, etc.
Orient interns to information and communication technology and company culture	Familiarize yourself with new systems, software, and communication tools used by the organization for daily work
Create networking opportunities with employees and among intern cohorts	Request networking opportunities and attend invited meetings and events
Establish regular opportunities for feedback and reflection	Take time to reflect on and discuss communications and experiences with other interns, mentors, or co-workers

While the COVID-19 pandemic forced more than 40 percent of the global workforce to engage in remote work (WEF, 2020), challenges remain for student interns that may affect their learning outcomes. Moments often referred to as “water-cooler” conversations represent informal opportunities for interns and employees to get to know one another. These moments establish more personal relationships and serve to build understanding between colleagues in the work environment about how best to work together. They also expand relationships when employees introduce interns to other colleagues, effectively helping them build a network at the organization. In the absence of these moments, interns must be proactive in requesting or scheduling lunch or coffee meetings with individuals in the organization. Successful interns also need to be highly motivated and organized. For remote global students who could benefit from

support, an advisor or supervisor should spend time guiding the student through technological tools that will aid their organization.

For students who select a remote global internship, the value of this experience lies in the opportunity to build a global network, increase cultural awareness, and enhance language skills. The entry point for these internship elements begins with a mentor who dedicates their time and attention to orienting students to work assignments and the organization, country, and culture. Relationship building across geographic boundaries and time zones can prove to be a challenge for some. However, with an intentional effort by both employers and students, meetings, events, and other communication activities can be arranged to enable students to establish a relationship with their mentor and other individuals at the organization. This foundation not only establishes a network for students but opens the door to opportunities for conversation and dialogue around expectations, culture, and communication. In a global context, these conversations are essential for students to unpack their experiences and build empathetic understanding.

Similarly, given the lack of the immersive environment provided by an in-person internship, skills acquisition may require more effort and intentionality to develop through a remote internship (Hora, 2020; Vriens et al., 2013). This means that supervisors and mentors first need to be aware of the skills students seek to hone through their internship experience and understand the skills their internship opportunity is best suited to enhance. By meeting to discuss these intended learning outcomes, integrating their development into assigned projects, and checking in regularly on their progress, both employers and students may have a more favorable view of their acquisition or development of skills after the internship.

“My experience with GE has been excellent, they have given me the opportunity to take the step of growing with my company, to learn to lose the fear of delegating. In the last year I have managed to focus on my business strategy knowing that some excellent interns were going to give me support. The selection of students follows a methodology that allows you to previously know the qualities and expertise of each one so that when assigning tasks, they can meet your expectations. It is now the second time that I have counted on them and I can assure you that I have been able to grow in leadership and financial results.”

- Eleonora Majorana · Graphic, Brand & Packaging Designer, Branding Little Brands

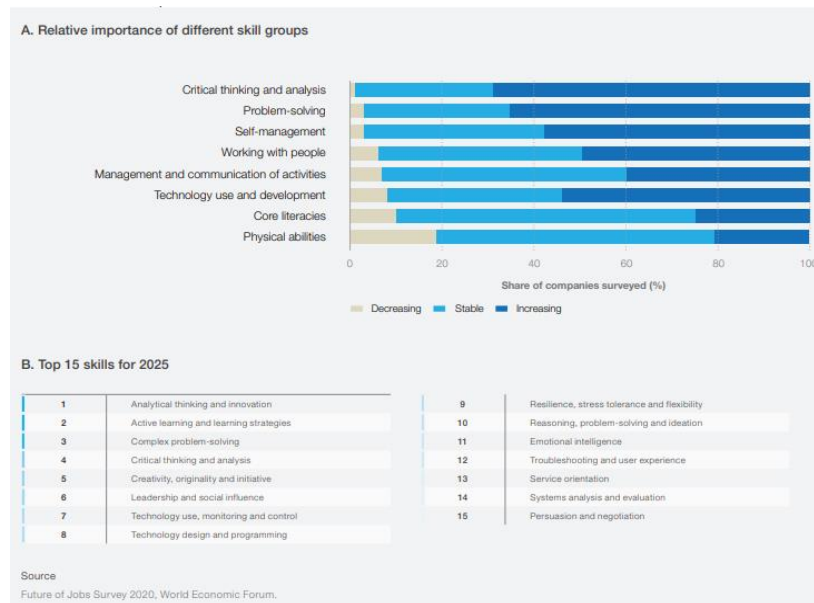
Global Internship Framework – How Remote Models Fit

With a definition of the types of global internship opportunities and their mode of implementation, we now move to the potential outcomes of remote global internships, looking at three lenses: skills acquisition, global citizenship, and career readiness. We describe the value of global internships more broadly to each of these topics and then analyze how remote global internships may fit into this framework.

Skills Acquisition

According to the World Economic Forum *Future of Jobs Report (2020)*, employers rated critical thinking and analysis, problem-solving, and self-management as the most critical skills for the global workforce moving into 2025 (Figure 4). These skills are integral to all global internships, whether in-person or remote.

Figure 4. Important Skills for the Global Workforce 2025

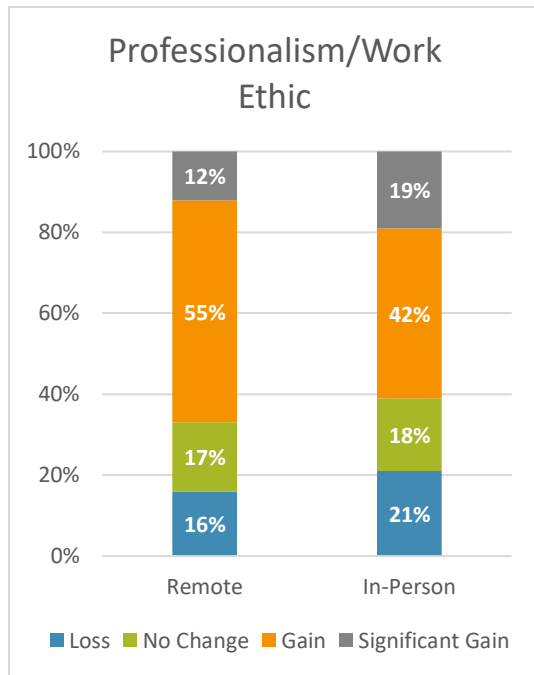


Research on skills acquisition in remote internships is promising, though limited as these opportunities have only increased in the last decade. A recent study by *Virtual Internships (2021b)* comparing students who participated in an in-person international internship in East Asia in 2019 with students who participated in a remote global internship with an organization located in East Asia in 2020 showed similar pre to post-test gains for students in critical thinking and problem solving, with approximately 17 percent of all students reporting significant gains. A survey of *Global Experiences (2021)* employers found that employers scored students' demonstration of the critical thinking competency slightly higher for remote interns (3.7/4) in 2020 than they did for the in-person interns (3.5/4) in 2019.

For students participating in a remote global internship, critical thinking and problem-solving skills are necessary to navigate project-based tasks independently. Knowing when and how to ask for guidance on tasks can be challenging for some students. However, in a remote global internship, this may be even more evident as access to a supervisor or colleague could be delayed by a full day's work, forcing students to make decisions and seek to resolve problems independently. When students are paired with a dedicated mentor, research shows that a remote internship can support the development of communication and strategic problem-solving skills (Jeske &

Lineham, 2020). The mentor relationship is also essential to creating opportunities for collaboration with other employees and sharing knowledge, information, and experience.

Figure 5 Professionalism/Work Ethic Skill Assessment



Source: *Virtual Internships, 2021b*

in-person peers (Figure 5). Similarly, *Global Experiences (2021)* also recorded higher scores from employers in 2020 for remote interns' development of professionalism and work ethic (3.8/4) in comparison to scores in 2019 for in-person interns (3.6/4).

Technology skills are also integral to remote global internships as well. More than 50 percent of companies reported its increasing relative importance (WEF, 2020). Interestingly, *Virtual Internships (2021b)* noted that students who participated in an in-person international internship reported more significant gains in digital technology (68 percent) in comparison to their peers who participated in a remote global internship (63 percent). This may be because students participating remotely expected to use various forms of technology and were unaware of their gains. As a result, remote global internships can contribute to this skill by ensuring supervisors and mentors acknowledge technology and digital literacies directly with students to build and enhance their knowledge.

Finally, we know that in-person global experiences can contribute to more effective intercultural skills, curiosity, flexibility/adaptability, confidence, and self-awareness to a significant degree (Farrugia & Sanger, 2017). However, the evidence is less clear whether these same skills are developed through a remote global internship. Also, little to no empirical research is available to

While critical thinking and analysis and problem-solving skills have long been at the top of the World Economic Forum's list of most desired skills by employers, self-management is part of a newly emerging skill group and one that may be particularly relevant to remote global internships. Skills that fall under self-management include active listening, resilience, stress tolerance, and flexibility. These skills are critical in the virtual environment where interns must self-manage their work, pro-actively using a range of communication tools and leveraging their technological skills to complete assignments. The self-management practices that students apply may also lead to improved project management skills. Hora (2020) notes that project-based assignments can offer students the opportunity to develop technical, interpersonal, or intrapersonal skills. *Virtual Internships (2021b)* reported 67 percent of remote global interns noted a gain in the similar area of professionalism and work ethic compared to 61 percent of their

distinguish any difference between skills a student may acquire via a remote global internship versus a remote domestic internship. There is reason to believe that communication skills, particularly those related to intercultural communications, may appear different among students who participate in a remote global internship; however, further research is needed to confirm this hypothesis.

“A highlight of my internship has been gathering information to apply for grants from the European Union regarding their Green Deal initiatives. I found it incredibly interesting to observe another country's response to the climate change crisis.”

– Global Experiences, Student Intern

Global Citizenship

The concept of global citizenship, which has been debated over the years, can be broadly defined as civic responsibility that transcends borders. Greene (2012) identified the following features of global citizenship: choice, self-awareness, cultural empathy, moral decision making, and active community participants. These elements come together to shape an individual's behavior and their understanding and reaction to the world around them. Skills such as intercultural communication, problem-solving, and leadership align closely with these elements. While global citizenship is traditionally discussed in higher education and the international education field concerning campus internationalization efforts, there is not a prerequisite that global citizens must have lived in or traveled to another country. As such, for educators and employers, understanding how a remote global internship can contribute to students' development as global citizens without leaving their homes can serve to shape best practices and standards for implementing remote global internships.

As technological advancements and global workforce culture shift throughout the pandemic, it is necessary to discuss how students interested in participating in a remote global internship can focus on the “global” aspect. Paige et al.'s (2009) study suggest a strong positive correlation between international learning experiences and participants' global engagement. Vriens et al. (2013) note that international internships provide students with an opportunity to develop intercultural skills but emphasize the need for explicit attention to their development. They suggest regular meetings between a supervisor and student and among peers to provide feedback and space for reflection on cultural differences that "focus on differences in written communication, negotiation styles, business cultures, and decision-making processes" (p. 6). They further recommend including multiple individuals to differentiate between personality traits and cultural identities. These activities focus students on developing their ability to understand and respect different cultural contexts and viewpoints, including an openness to new ideas and ways of thinking. The emphasis on intercultural skill development addresses several of the features

Green identified in global citizens; however, attention to leadership and problem-solving skills is also relevant.

While limited empirical research has been published on global citizenship as an outcome of remote global internships, Vriens et al.'s study suggests that planning and explicit attention to skills aligned with global citizenship may support students' growth in this area.

"At the end of each day, I would spend a half-hour talking with my coworkers about how our cultures are different/similar. It is so interesting to see how other people live."

– Cassandra S., Salisbury University

Students participating in an in-person global internship may have opportunities to discuss cultural differences, communication styles, and approaches to problem-solving more informally with co-workers, neighbors, and friends daily as they navigate the new country they are living in. In contrast, remote global interns and the organizations that they are assigned to must build time and space into their work to pause, reflect, and discuss. In many ways, these conversations may begin more formally with facilitated prompts or questions and require supervisors to connect interns with others at the organization, including other remote interns, who can continue a more informal dialogue throughout the internship program. Remote global internships also have a slight advantage – with the full internship experience expected to occur in a virtual environment, employers can connect students with organizational leaders whose busy schedules might not have aligned well with an in-person intern. Organizational leaders can demonstrate global citizenship ideals and can engage in a discussion on how to achieve common goals with others and effective communication.

Career Readiness

Internship programs serve as a pivotal experience for college students to apply the theoretical learnings from their academic careers to a work environment. For many, this is a critical step in preparing for their eventual transition into the workforce. The rise of remote global internships offers a new possibility for students' skill development and overall career readiness. NACE (2015) defines *career readiness* as "the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace." Figure 6 outlines the NACE career readiness competencies.

Figure 6. NACE Career Readiness Competencies



Each competency can be further broken down into several concrete skills. NACE's *Job Outlook 2019* survey reported critical thinking/problem-solving and teamwork/collaboration to remain the most highly desired employers' competencies. Professionalism/work ethic and oral/written communications round out the top four. Post-assessment results from Virtual Internships' summer 2020 cohort of remote global interns show that 87 percent of students believed they exhibited global/intercultural fluency as defined by NACE to a great extent or always (Virtual Internships, 2021c). This is a positive indication that supports around the development of global/intercultural fluency even in a remote environment were successful from the student perspective.

The NACE career readiness model informs the program design for internship providers that seek to support students with skill development while on an internship. For providers such as *Global Experiences*, career readiness is at the heart of their remote global internship programs. Students complete an assessment of their strengths and participate in several coaching and orientation activities before commencing the internship.

Looking Ahead: What Remote Global Internships Offer

The rapid shift to remote global internships in 2020 spurred the growth of promising practices for employers, higher education institutions, and students around designing, supporting, and

participating in a remote internship. These continue to evolve as organizations and associations share new findings, tips, and recommendations for students.

Promising Practices

Safe, Work-based Learning (Hora, 2020)

With most businesses closed or only partially opened as of early 2021, a remote global internship offers students an opportunity to develop skills critical to career readiness from their home's safety and comfort. Safety is critical for harnessing the buy-in and support that students need from their institutions and parents to participate in an internship program effectively. Participating in a safe environment also benefits students who may feel stress around travel during this time. And finally, one of the long-term benefits of a remote global internship is that a safe environment opens access to students with disabilities and underlying health conditions who may not have been able to participate in an in-person internship or an international internship even before the COVID-19 pandemic.

Access

A remote global internship is now possible for a vast population of students! Geographic, mobility, and financial barriers that prevented some students from engaging in an international internship previously are now alleviated with a remote option. Costs associated with traveling to the internship site along with housing and other associated expenses are also removed. Access to a remote global internship can also allow students to participate with an employer in the country of their choice – further eliminating geographic, mobility, and financial barriers that may have influenced a student's choice for their internship location. Although securing an internship can involve a competitive process, the opportunity to pursue a valuable experiential learning opportunity in their field of study is now possible for a greater number of students.

Flexibility

Students perceive remote global internships as more flexible and mobile, allowing them to focus on school and work at separate times. This flexibility pushes employers and students to focus on project-based work assignments that can be completed at any time and which are ultimately more effective at addressing skills acquisition for students. While students may need to be more proactive in requesting feedback, differences in time zones may allow supervisors the space to review students' work, providing feedback for students as soon as they log back on the next day.

Focused Projects

Successful remote interns were given clear expectations on assigned projects. Assignments were typically project-based rather than task-based, allowing students to gain in-depth knowledge in a specific subject matter and to work independently, particularly when their home time zone did not align directly with that of the organization. This serves as an overall benefit to both students and employers. Students gain project management skills to complete the assignment and have a

final product to show for their work when they graduate and move into the workforce. Employers are able to better leverage the strengths of interns to complete more meaningful work.

Asynchronous Work

Remote global internships must manage differences in time zones. This can be an advantage for students who can submit work to a supervisor and receive feedback quickly the next day. Asynchronous work also allows students to develop organizational, time management, and project management skills that will serve them well in both their academic and professional lives.

Much of the research on internships and skill acquisition has been focused on the in-person internship. As society pivots to remote work culture, the focus on standards for remote internships is welcome. To reflect the global nature of many internships, these standards should also be reviewed closely and adapted to address the specific needs of students and employers engaged in remote global internships.

The data emerging from *Global Experiences* and *Virtual Internships* is promising. It suggests that, overall, students who participate in remote global internships that incorporate targeted supports, guidance, and reflective opportunities through all phases of the internship, experience the same or better gains in skill development as their peers who participate in an in-person international experience. It also shows that competencies can be clearly demonstrated and assessed even in a virtual environment. Finally, it documents students' successful ability to work with remote access to an organization, a likely mode of the future workforce. If internships are intended to support student experiential learning and transition to the workforce, a remote global internship appears to be a successful experience for students.

And while this paper highlights the value of a remote global internship for career readiness, it does not intend to suggest that remote global internships should replace the in-person internship experience. Instead it hopes to share the benefits and encourage third-party providers, employers, and higher education institutions to continue looking towards the future to an internship model that leverages the best of both worlds and expands students' preparation for the workforce.

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