Immersive learning is a signature element of the Monterey Institute's distinctive approach to graduate professional education. Students at MIIS don’t just talk about how to apply classroom learning to real-life issues; they go out and do it on a regular basis while still in school, often as a part of their coursework. Immersive learning at MIIS is defined as “intensive, authentic, and contextualized learning that is active, applied, and hands-on” and that is related to a specific professional career path. Building on a foundation of theory and classroom learning, students emerge from immersive educational opportunities with two key advantages: a deeper appreciation of the challenges of being an effective professional, and a head start on their future careers.

Two principal types of immersive educational opportunities exist for students at the Monterey Institute:

- **Applied learning experience as part of a course:** Where students use concepts, theories, tools, and knowledge in a “real world” setting and receive feedback from practitioners as well as the instructor, as part of regular coursework. For example, a class dealing with nonprofit governance acted as consultants to a local nonprofit organization, preparing a strategic plan for them and presenting their report publicly to the organization’s board of directors.

- **Immersive learning experience off campus:** Where students are engaged full-time in an assignment off-campus and in a “real world” setting, outside of regular coursework. These professional service positions may last from one month to six months; typically, students find positions in organizations similar to those they might want to work in after graduating.

Immersive learning opportunities at MIIS offer students unique and practical professional experiences that give them not just insights into possible career options, but also the opportunity to apply and fine tune the professional skills and knowledge acquired in the classroom. For many of our students, an immersive learning opportunity serves as a capstone to their MIIS experience.

**Recent Immersive Learning Experiences**

- Amnesty International
  *United States*
- The Carter Center
  *United States*
- Civil Alliance of Kazakhstan, Program on Civic Participation
  *Kazakhstan*
- Environmental Defense Fund
  *Mexico*
- International Atomic Energy Agency
  *Austria*
- International Organization for Migration
  *Thailand*
- Mercy Corps
  *Colombia*
- Nike Sustainable Business and Innovation Team
  *United States*
- SeKaf Ghana Ltd.
  *Ghana*
- United Nations Development Programme
  *United Nations Security Council*
  *United States*
- United Nations Human Settlements Programme
  *Brazil*
- U.S. Environmental Protection Agency
  *United States*
Immersive Learning Opportunities at MIIS

The array of immersive learning opportunities available to students at MIIS includes:

International Professional Service Semester (IPSS) — Students in the International Policy Studies program may spend six months working for an international organization in their field while also completing a significant research project towards their graduate degree. Organizations accepting IPSS student placements in recent years have included CARE International, Human Rights Watch, the International Atomic Energy Agency, National Foreign Trade Council, the United Nations Security Council, Wild Aid, and the UN Women.

International Business Plan (IBP) — Students in the Fisher International MBA program are required to complete the IBP, a consulting capstone project in which teams work with a sponsoring company under faculty supervision to develop comprehensive plans for international growth and expansion. Past IBPs have been done for businesses ranging from confidential startups to high-tech giants such as Hewlett-Packard, Cisco, Sun Microsystems, and consumer goods companies such as Clorox, Driscoll’s Berries, and Monterey Mushrooms.

Development Project Management Institute Practicum (DPMI Plus) — Students in DPMI Plus apply the planning, evaluation, and facilitation skills gained during the three-week DPMI training to complete academic deliverables while serving a social change organization in the field. Recent DPMI Plus field placements have included organizations such as the World Bank, Institute of International Education, Peace Corps, and United Nations Development Programme, and countries such as Colombia, Ghana, Kazakhstan, Laos, and Sri Lanka.

Frontier Market Scouts (FMS) Training Program — Students in the FMS program receive intensive training prior to deployment to developing countries where they work with local organizations dedicated to the promotion of entrepreneurship, innovation, and social investments. Recent scouts have been deployed to Colombia, Mexico, Turkey, Kenya, India, China, Lebanon and Guatemala.

International Education Management Practicum — Students will have the opportunity to work for 4-6 months gaining practical experience working with international education organizations in sectors including higher education, youth programs, policy and research organizations, language programs, and non-profit-organizations. Practicum opportunities will include Middlebury Schools Abroad with its global network of sites.

Interpretation Practicum — Students practice and consolidate the sight translation, consecutive and simultaneous interpretation strategies learned in their regular classes, in a practicum tailored to the participants’ language combinations and professional goals, and simulating a professional working environment as closely as possible. Students have pursued interpretation opportunities at the Panetta Lecture Series, TEDx, and the Agriculture and Land-Based Training Association (ALBA).

Language Teaching Practicum — Students select a teaching situation relevant to their professional interests and goals, whether in the intensive language courses at MIIS or at local schools and universities. Students may also complete the practicum teaching during the summer in places such as the Concordia Language Villages in Minnesota, Chilean government English courses in Santiago, or private language schools in Japan or Albania.

Translation Practicum — Students experiment with their individual translator styles, as well as explore the complexities of working together on large-scale real-world translation projects. For example, practicum students initiated a project to localize the Seafood Watch webpage of the Monterey Bay Aquarium in Chinese, Korean, and Spanish.

Translation & Localization — Students in this program have completed projects for the Monterey County Convention and Visitors Bureau and Central Coast Tourism, localizing Web site content and written publications in multiple languages, while engaging in all aspects of the translation and localization management process—negotiating with a client, establishing a team, managing the project, translating and localizing the materials, and performing quality assurance.

J-term opportunities — During the between-semester January term, students have the opportunity to enroll in courses that include international immersive experiences such as Team Peru and Team El Salvador, Conflict Studies in Cambodia, Sierra Leone, and Nepal, and Human Rights Studies in Chile. Students have also taken advantage of the three-week period to complete internships at places like the United Nations, and to provide professional support at international events such as the Asian Winter Games in Kazakhstan.

Frontier Market Scout Yi-Ching Hwang (MBA ’11) with entrepreneurs in Chennai, India in spring 2011.