Duty Now for the Future

Connecting Libraries, Library Schools, and New Librarians Through Experiential Learning

Helene Williams
COMMUNITY COUNTS
Our inclusive community fosters an environment that furthers our goals and enables us to take on active roles in both local and global conversations.

Academic Programs

Bachelor of Science in Informatics
Informatics majors have a passion for making a difference through information and technology. They design, build, manage and secure systems to meet the needs of...

> Learn about the program
> See the curriculum and courses
> Discover careers
> Meet a diversity ambassador
> Apply for the program

What is an iSchool?

Who are we?
We are a community of professionals focused on diverse areas of expertise relating to the study of information and its use by people and organizations.
Directed Fieldwork at the UW iSchool

- DFW shows up on transcripts; internships don’t
- Paid or unpaid
- 2-5 credits (100-250 hours over 10 week quarter)
- Assessment and accountability
Building Fieldwork Opportunities

- Organizations/librarians approach us
- We use (and expand!) our professional networks
- Student approaches organization
- Local as well as national opportunities
For Students

**MLIS**

**Directed Fieldwork & Internships**

Directed Fieldwork (DFW) historically has been one of the iSchool’s most popular elective courses. It is designed much like a practicum and provides MLIS students with a structured opportunity to gain real-world, hands-on experience in a library or information science setting. DFW allows students to apply concepts and practices learned in coursework as they assist in professional-level work under the formal guidance from a qualified supervisor/mentor.

A credit/no-credit elective course, Directed Fieldwork (LIS 590) typically takes places on a quarterly basis (10-12 weeks) for either 100, 150, 200, or 250 total hours (2-5 credits). MLIS students, in collaboration with their supervisor/mentor, must decide which number of credits/hours is appropriate for the particular situation and quarter.

Students typically pursue tasks and projects that constitute entry-level professional work. In addition, since fieldwork is meant to be a learning opportunity for students, DFW tasks usually involve skills and knowledge that the student has already begun to develop through coursework but for which the student has not yet developed a high level of expertise.

**DFW Process and Forms**

**For Students**

- Watch the DFW information session (11 minutes long)
- DFW Checklist and Guidelines
- Setting up your DFW
  - Access the Experiential Learning Placement Form and view a list of potential host sites via iCareers
- Student reviews of recent host sites
- LIS 590 Course Forms
  - Learning Outcomes Agreement
  - Examples of Learning Outcomes Agreement
  - Outline for Student Narrative
  - Optional Student Evaluation for Host Site

**Quick Links**

- MyUW
- Canvas
- Academic Calendar
- Emergency Site
- Course Evaluations
- MSDNAA/Dreamspark
- Online Learning
- Student Services Blog

**Student Resources**

- Advising & Support
- Convocation
- International Students
- New Students
- Policies & Procedures
- Special Topics
- Study Abroad
- Technology Resources

**Contact your adviser:**

mlis@uw.edu

206.616.2544
For Host Sites

Benefits of Hosting a Student
When working with a student host sites are able to:

- Develop and implement special projects
- Access high-quality and professional-level assistance
- Gain exposure to new perspectives and insights from students
- Interact with students and faculty of the iSchool

Directed Fieldwork Host Site Responsibilities
Students work under the formal guidance from a qualified host site supervisor (mentor) during their DFW experience. Qualified host site supervisors have an MLIS, MLS, MSIM, library media endorsement (for teacher librarians), or other relevant degree as well as the depth of experience and strong professional identity of an information professional. Also, the supervisor should be more knowledgeable than the student for most of the DFW tasks. Supervisor responsibilities include:

- Devoting time to the student in terms of training, supervising, and mentoring of the student in a professional setting; students may pursue fieldwork according to these credits/hours:
  - 2 credits = 100 hours
  - 3 credits = 150 hours
  - 4 credits = 200 hours
  - 5 credits = 250 hours
- Providing appropriate supervision and guidance, including regular (weekly) meetings between the supervisor and student to discuss activities, monitor progress, and discuss any challenges of problems
- Providing relevant tasks, projects and activities that constitute beginning professional level work and involve skills and knowledge that the student has already begun to develop through coursework but for which he/she has not yet developed a high level of expertise
- Working with the student on the following paperwork:
  - The initial Learning Outcomes Agreement which the supervisor and student do together to outline what the student wants to learn, what projects/tasks they will be performing to meet these outcomes, and what the student will show as evidence of having completed the learning
Welcome to iCareers! If this is your first time here, please register for a free account. An administrator will approve your account shortly.
If you would like to register and post your first job simultaneously, select "Register and Post Local Job." Your registration and job posting will both be submitted for approval.
If you have any questions about how to use iCareers, please send us an email at icareers@uw.edu.
6. Digitizing Snoqualmie Valley Museum Archives

We have semi housed and sorted the Snoqualmie Valley Museum's archives. There are currently about 40 Hollinger boxes worth of materials. These materials need to be digitized. There is a mixture of materials from homestead...

7. Snoqualmie Valley Museum Archives

We have semi housed and sorted the Snoqualmie Valley Museum's archives. There are currently about 40 Hollinger boxes worth of materials. These materials need to be assessed for content, cataloged, some accessioned. There is a...

8. Collections Management Database Intern

Is access your passion? Help the Museum of Flight Archives make sure its collections are accurately cataloged and inventoried! We are seeking an intern or volunteer to assist with a database management and project coordination.

Application Deadline: May 01, 2016
Application Deadline: May 01, 2016
Application Deadline: April 19, 2016

Post: February 01, 2016
Post: February 01, 2016
Post: January 20, 2016

Employer: Snoqualmie Valley Museum
Employer: Snoqualmie Valley Museum
Employer: The Museum of Flight

Position Type: Experiential Learning (Internship, Directed Fieldwork, Capstone, etc.)
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Location: North Bend, Washington
Location: North Bend, Washington
Location: North Bend, Washington

ID: 4052
ID: 4051
ID: 4051
Digitizing Snoqualmie Valley Museum Archives
Snoqualmie Valley Museum

Posted: Feb 01, 2016

COMPENSATION INFORMATION

Unpaid

DESCRIPTION
We have semi housed and sorted the Snoqualmie Valley Museum’s archives. There are currently about 40 Hollinger boxes worth of materials. These materials need to be digitized. There is a mixture of materials from homestead documents, birth and marriage certificates, school newsletters and graduation announcements, to calendars, ads, and letters. Some of the material has been digitized, most has not.

PROJECT DELIVERABLES
The expected result of this project would be to have our archives digitized and made available online through our Pastperfect database so that the materials would be more accessible to the public.

LOCATION
Nation Wide
no
City
North Bend
State/Province
Washington
Country
United States

POSITION TYPE
Experiential Learning (Internship, Directed Fieldwork, Capstone, etc.)

DESIRED CLASS LEVELS
Undergraduate - Fresh/Soph, Undergraduate - Junior, Undergraduate - Senior,
Masters - First Year, Masters - Second/Final Year, PhD

WANT THIS JOB?
1 Apply

IMPORTANT DATES
Posted On:
February 01, 2016

Applications Accepted Until:
May 01, 2016
LIS 590: Directed Fieldwork

Welcome to Fall 2015

The Library of Congress Reading Room

This course is designed to meet the individual goals that you seek from your directed fieldwork experience. Please feel free to contact me at heleneew@uw.edu. Email is the quickest method to organize either a virtual meeting (phone, Skype or Adobe Connect) or office appointment. See contact information to the right.

To set up a DFW, make sure you have visited:
http://ischool.uw.edu/current/mlis/fieldwork-internships

To get started in this course please review the course syllabus and then jump to Module One.

IMPORTANT DATES FOR HOST SITE SUPERVISORS
Click on Description for Related Form

- Friday October 9: Learning Outcomes Agreement
- Friday November 6: Midterm Report
- Monday December 7: Supervisor’s Final Evaluation and Supervisor’s DFW Rubric

FACULTY COORDINATOR: Helene Williams
EMAIL: heleneew@uw.edu
OFFICE PHONE: (206) 543-6304

Class email list: lis590a aut15@uw.edu
OFFICE LOCATION: MGH 339H
OFFICE HOURS: email for appointment

STUDENT SERVICES ADMINISTRATOR FOR DIRECTED FIELDWORK: Kil Bergau
EMAIL: bergak@uw.edu
OFFICE PHONE: (206) 543-8743
## Deliverables

### Canvas Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Module</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Learning Outcomes</td>
<td>Module One: Introduction to Information Literacy</td>
<td>Module One</td>
<td>Oct 9, 2015 at 11:00 AM</td>
<td>20 pts</td>
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<tr>
<td>Assignment 2: Artifact Repository Creation</td>
<td>Module Two: Artifact Repository</td>
<td>Module Two</td>
<td>Oct 16, 2015 at 11:00 AM</td>
<td>10 pts</td>
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<tr>
<td>Assignment 3: SharePoint Entry</td>
<td>Module Two: SharePoint</td>
<td>Module Two</td>
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<td>10 pts</td>
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<tr>
<td>Assignment 4: Midterm Report</td>
<td>Module Two: Final Report</td>
<td>Module Two</td>
<td>Nov 6, 2015 at 11:00 AM</td>
<td>10 pts</td>
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<tr>
<td>Assignment 5: Narrative, Self-Assessment, and Final Artifact Creation</td>
<td>Module Three: Final Project</td>
<td>Module Three</td>
<td>Dec 11, 2015 at 11:00 AM</td>
<td>30 pts</td>
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<td>Assignment 6: Supervisor’s Final Evaluation</td>
<td>Module Three: Final Evaluation</td>
<td>Module Three</td>
<td>Dec 7, 2015 at 11:00 AM</td>
<td>20 pts</td>
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Student Learning Outcomes

• Usually 3-5 student learning outcomes for the fieldwork (10 weeks/1 quarter)
• Projects/tasks identified which relate to learning outcome
• Evidence/criteria for evaluation included
<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Project/Task Description</th>
<th>Evidence/Criteria for Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Gain experience with environmental scans</td>
<td>Research and analyze similar digital collections at other institutions and make recommendations</td>
<td>Create a report summarizing findings</td>
</tr>
<tr>
<td>2 Improve ability to work effectively with metadata</td>
<td>Convert existing metadata and provide additional metadata for collection of historic bookplates using the VRA Core metadata element set</td>
<td>VRA Core metadata schema is completed for collection</td>
</tr>
<tr>
<td>3 Increase familiarity with content management systems</td>
<td>Work with library staff to make collection accessible online via ArtStor’s Shared Shelf Commons platform</td>
<td>Digital collection of historic bookplates is accessible on Shared Shelf</td>
</tr>
</tbody>
</table>
Lizzy Tegeler's LIS 590: Directed Fieldwork

The purpose of this webpage is to share my experience as a Digital Collections Intern at the Seattle Art Museum's Dorothy Stimson Bullitt Library during the summer quarter of 2015. My overarching task was to assist library staff in the creation of a digital library collection of historic bookplates using ArtStor's Shared Shelf Commons platform.

image courtesy of SAM Library
Demonstrated Skills/Outcomes

Lizzy Tegeler's LIS 590: Directed Fieldwork

VRA Core Elements

One of my learning outcomes for this project was to convert existing metadata and provide additional metadata for collection of historic bookplates using the VRA Core metadata element set. The following table displays the metadata set that I used. Traci Timmons decided on this set initially, but during the environmental scan that I conducted, we reviewed the set and confirmed that they were appropriately chosen by examining the elements that other digital collections utilized. One of my favorite parts of working with the VRA Core metadata element set was that it combined working with some of the Getty Vocabularies, including The Getty Thesaurus of Geographic Names (TGN)®, The Art & Architecture Thesaurus (AAT)®, and the The Union List of Artist Names (ULAN)®.

<table>
<thead>
<tr>
<th>VRA Core 4.0 Element - Work</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>• agent</td>
<td>Artist, designer, company</td>
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<tr>
<td>• attribution</td>
<td></td>
</tr>
<tr>
<td>• culture</td>
<td>Country, if known</td>
</tr>
<tr>
<td>• dates (type)</td>
<td>Derive from research</td>
</tr>
<tr>
<td>earliestDate (circa)</td>
<td></td>
</tr>
<tr>
<td>latestDate (circa)</td>
<td></td>
</tr>
<tr>
<td>• name (type)</td>
<td>Refer to ULAN</td>
</tr>
<tr>
<td>• role</td>
<td>Refer to AAT</td>
</tr>
<tr>
<td>• culturalContext</td>
<td></td>
</tr>
<tr>
<td>• date (type)</td>
<td>Date of bookplate</td>
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<tr>
<td>earliestDate (circa)</td>
<td></td>
</tr>
<tr>
<td>latestDate (circa)</td>
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</tr>
<tr>
<td>• description</td>
<td></td>
</tr>
<tr>
<td>• inscription</td>
<td></td>
</tr>
<tr>
<td>• author</td>
<td>Refer to ULAN</td>
</tr>
</tbody>
</table>
Thanks!

Questions or comments welcome:

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University of Washington
helenew@uw.edu
@bibliorogue