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UNIVERSITY OF RHODE ISLAND
GRADUATE SCHOOL OF LIBRARY AND INFORMATION STUDIES

LSC 595: Professional Field Experience: SUMMER, 2015

Please fill out the form using blue text color and attached the completed form to Dr. Ma

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This agreement must be signed by student, supervising librarian, and instructor before student's site work begins.

Contact Information

Student (Name, address, phone, and e-mail): Martha

Supervising librarian (Name, address, institution, phone, and e-mail): Dragan Gill; 600 Mount Pleasant Avenue Providence, RI 02908; James P. Adams Library, Rhode Island College; 456-8145; dgill@ric.edu

Faculty Supervisor SUMMER 2015: Yan Ma, URI GSLIS, Rodman Hall 106 yanma@uri.edu

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Credit hours: **3** Hours on site (45 per credit): **135**   Start date: **5/20**   End date: **8/26**

Concise description (e.g., "Children's library services" or "Organization of information/metadata, or "Reference and Instruction" or Digital Services, etc.):
Reference and Instruction

Major objectives. *Placement will emphasize GSLIS Educational Outcomes as many as appropriate; see attached page for the list of these Learning Outcomes. Example: for a PFE in digital initiatives, a major objective would be based on Educational Outcome 3, "Digital Media." Please make your objectives specific to your placement objectives but based on GSLIS outcomes.*
   1.   **Foundations, 3. Digital Media, 4. Leadership and Ethics**

Specific activities to be carried out in support of objectives. *Student practice will support the major objectives. For instance, a digital initiative services placement might support Outcome 3 through digitization service, organizing digital objects, and other related professional activities in digital initiative services.*
- **Observe and conduct academic reference interviews (1).**
- **Observe and conduct library instruction sessions (1, 3).**
  - **Research, plan and prepare lessons (1).**
  - **Teach in the Library Instruction Facility, the library's computer classroom (3).**
- **Create, edit and reorganize topical and instructional LibGuides (1, 3, 4).**
  - **Research and organize subject area resources (1).**
  - **Understand the strengths and weaknesses of the LibGuides platform with Emerging Technologies and Reference Librarians (3).**
  - **Improve access to tools, strategies and information (4).**
- **Participate in reviewing, revising and organizing reference statistic collection using LibAnswers (1, 3).**
  - **Understand the information needs of the accreditation bodies of the college (1).**

- o Determine the information needs of the reference and instruction librarians (1).
- o Develop a new array of statistics collection within LibAnswers (3).
- Participate in deselecting reference collection materials (1, 3, 4).
  - o Review the role of the print reference collection in relation to:
    - The needs of the college curriculum and students (1, 4),
    - Electronic reference collections (3,4),
    - And the collection as a whole through discussion with all library departments (1).
  - o Justify deselection decisions based on the above criteria (4).
- Compare community library user access and permissions to that of public library users (4).
  - o Consider the needs of public users in an academic library setting.
  - o Observe library use and access policy in practice with Access Services and Reference staff.
  - o Compare patron record collection, sharing and policies to that of public libraries.
- Plan student employee hiring, training and project management (4).
  - o Devise a peer training plan.
  - o Develop a project management system for student workers.
  - o Discuss the hiring and other requirements for work-study students.

Specific products to be presented as evidence of activities. *Work on site, scheduled with the site supervisor during the semester, is the student's primary responsibility; 45 hours on site are expected for each academic credit. The site supervisor will submit an evaluation of the student's performance; instructor will base 30% of the course grade on this evaluation. Other assignments are intended to support reflection on practice and to generate evidence of the student's achievement.*

Site agreement (10% course grade): Due by Wednesday, May 20th, 2015 and include copy in portfolio, DUE July 22nd, 2015

Journal (specify weight: 10% each installment): _20_ %; First installment due by June 17th, Second Installment DUE July 22nd, 2015.

Discussion participation in Sakai Forum (5%): Throughout semester; significant or insightful posts may be included in portfolio,

Portfolio of your final product (25%): July 22nd, 2015

Presentation of Portfolio in Sakai (10%)

Site supervisor's letter of assessment or evaluation communicated with the faculty supervisor: (30%) DUE on or before July 22nd, 2015.

Assignments are described in syllabus. All samples of your work at your site should be included in your portfolio with evidence of your objectives achieved.

Faculty supervisor responsibilities:

Structure PFE course
Assist students as needed in framing educational objectives and finding appropriate placements
Support site supervisors as needed
Promote students' reflection on theory & practice (through moderated discussion on Sakai, etc.)
Evaluate student products (journals, portfolios, etc.)
In consultation with site supervisors, evaluate and grade student performance

Site supervisor responsibilities:

Collaborate with student on PFE contract and sign Agreement form.
Make necessary arrangements with the site
Orient student to site
Communicate with faculty supervisor on student progress
Complete written evaluation of student performance by July 22nd, 2015.

_____   _____
Student   *Date*

_____   _____
Site Supervisor   *Date*

_____   _____
Faculty Supervisor   *Date*

URI Graduate School of Library and Information Studies

Educational LEARNING Outcomes

1. Foundations: Graduates will understand the changing nature of knowledge and will know how to research, organize, and apply a broad range of interdisciplinary resources to meet the information needs of diverse users.

2. Lifelong Learning: Graduates will understand how to assess and meet the needs of users and develop community partnerships in order to empower lifelong learners.

3. Digital Media: Graduates will understand how changing media and technologies reshape information and society, applying digital competencies and critical thinking skills in order to contribute to innovation.

4. Leadership and Ethics: Graduates will understand and apply ethical principles of global citizenship and will demonstrate leadership skills toward creating equitable access to and use of information.