Selecting and Assessing Practicum Students

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Background

• Experience as a practicum student
• Interest in fieldwork
• Current dissertation studies
Practicum information

- Theory vs. practice
- History
- Two schools in town
- Three schools in state
- 50+ schools in country
- Complaints of students
Selecting Students

• These are potential employees – treat them as such

• YOU DON’T HAVE TO TAKE THEM – ALISE
• **SLIS 5090. Practicum and Field Study.** 3 hours. Supervised practice work and field study (120 clock hours minimum) in a cooperating library, learning resources center or information agency, plus seminar conferences and summary report. For students without prior field experience. Prerequisite(s): admission to candidacy, application for practicum early in prior terms/semester and appropriate administration course or type-of-system course (may be taken concurrently). Not counted for degree credit. Pass/no pass only.
• **LS 5843. Practicum.** Professionally supervised work experience in approved school, public, academic, or special libraries. One hundred and twenty hours of work experience; students seeking school library certification admitted to MLS program on or after January 1, 2009, complete one-hundred and sixty hours of work experience. Credit: Three hours.
Goals/Competencies

- What are they?
- What does the school ask for?
- What do you want?
- Prytherch’s goals for practicums:
  - to tie theory to practice, especially in management and communication
  - to spread a student’s experience beyond a familiar type of library, extending their career options
  - to develop students’ own feelings for the profession
  - to make contact with members of the profession
  - to permit school involvement in examining student attitude and motivation
  - to augment the school’s influence on the profession
  - to promote the concept of ‘learning through doing’
Learning Objectives

• Why use them?
• Parts of a learning objective
  • (Stem)
  • Verb
  • Predicate
  • (Criterion)

• Verbs
  • Weak: understand, appreciate, grasp, enjoy, believe
  • Stronger: solve, construct, write, identify, compare
• Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action (University of Arizona)

• Understand and effectively apply principles of representation and systems of organization to provide access to resources in a variety of library and information environments (Indiana University)

• Discuss the importance of the historical, social, cultural, economic, political, and policy roles and issues related to information businesses and organizations through history to the present (University of Denver)
Practicum Examples

• Upon completion of the practicum, the student will be able to perform basic copy cataloging with few errors

• Student will identify and list basic selection aids for collection development

• Student will create a visual representation of information retrieval systems

• Student will recognize the components of metadata records through application of the Dublin Core schema
Evaluating Students

• Why use rubrics?
  • Feedback
  • Consistency
  • Reverse feedback

• How to make a rubric
  • Reflect – what do you want from students – GOALS/OBJECTIVES
  • List – think of assignments related to learning objectives
  • Group – organize objectives and assignments
  • Analyze – define what criteria is reflected by performance
Sample Rubrics

- BAD
- BETTER