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Creating A Meaningful Learning Framework for Volunteers, Internships, Practicums, and Co-ops

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Meaningful Learning Framework for Volunteers, Internships, Practicums, and Co-Ops

ALAO 2018

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Post-it note activity

What projects have you had or would you like to have volunteers, interns, co-op, or practicum students work on at your library or in your department / unit?

Objectives

- Share a framework for creating meaningful experiential and co-curricular learning experiences across library units
 - Learning outcomes and syllabus
 - Job description
- Share checklists to help make experiences more manageable
- Brainstorm project ideas that can be adapted for use in your institution



Experiential Learning

“Experiential learning is a range of experiential activities that occur in and outside of the formal classroom setting. These activities include **community-based learning, public policy projects, undergraduate research, education abroad, practicums, internships, co-ops and clinicals, related to students’ majors and/or coursework.** BGSU is a national leader in providing opportunities in service learning and experiential education. We are the first institution in Ohio to offer an “internship guarantee” to our incoming students.”

[<https://www.bgsu.edu/provost/academic-affairs/experiential-learning.html>]

Goals with this framework

- To manage these experiences more consistently
- To ensure that we are regularly checking in with the people who contribute their time in these types of experiences
- To save us time so we don't have to create these experiences from scratch each time
- To position the library as contributors to BGSU's promise to provide students with these types of experiences
- To recruit students into the profession or related fields
- To mentor students
- To chip away at and make progress towards our backlog of projects

Check list – Important Tasks to Complete Throughout the Process

- ❑ Brainstorm roles and projects
- ❑ Create a position description & syllabus
- ❑ Recruit & interview (develop application, selection process)
- ❑ Define the project
- ❑ Decide who will have functional supervision of the learner
- ❑ Provide orientation; set goals and communicate expectations
- ❑ Ensure that resources are available for the learner and the project (desk, computer, etc.)
- q Set a schedule of work time and regular meetings with learner
- q Provide regular feedback, including feedback from others and on the culminating presentation of the project (develop an evaluation form)
- q Seek ways to recognize the learner
- q Ask the learner for ways to improve experience

Components of position description

- ❑ Basic philosophy / purpose of internship
- ❑ Outline of training to be provided in:
 - ❑ General areas
 - ❑ Specialized areas
- ❑ Information about the nature of supervision
- ❑ Details about location of experience
- ❑ Generalized learning objectives
- ❑ Any requirements for holding the position (status, major, etc.)
- ❑ Application requirements
- ❑ Deadline information

Components of the Syllabus

Core Components

- Primary person's contact information
- Learning Outcomes
- Statement of Expectations / Requirements
- Assessment Activities
- Week-by-week calendar list of readings
- Listing of appropriate, relevant, required university policies

Other Components to Consider

- Contact information for any other staff members they will encounter
- Schedule of weekly work activities

Sample projects in the CRC

- Supply chain management intern to work on inventorying Collection
- Practicum student to map our Teaching Aids to the content standards
- Internship from VCT to do user testing of our website, LibGuides and signage
- Internship from the Interior Design program to redesign our space
- Study abroad trip to the UK to explore the architecture and geography that influenced the writings of select children's and YA authors: A.A. Milne, Roald Dahl, Beatrix Potter, J.K. Rowland

Sample projects in the CRC

- Undergraduate research projects
 - Conduct a literature review on Growth Mindset Theory and create an annotated list of titles that promote growth mindset in children.
 - Investigate life before, during and after the Holocaust through children's and YA literature
 - Critically examine the underrepresented populations in children's or YA literature
 - Address the issue of bullying through the use of children's or YA literature

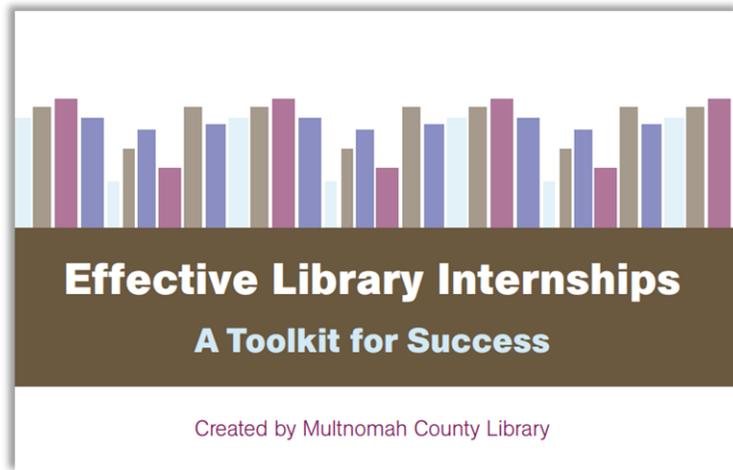
Sample project ideas for the CAC

- Convert oral history transcripts and recordings for delivery on the web.
- Assist in developing an online exhibit related to the Black Student Union, which is celebrating a milestone anniversary.
- For a writing-intensive internship, dig into collections of personal interest to create a series of blog and social media posts highlighting collections, drawing attention to unique items and stories, highlighting the value of individual collections for research on a particular topic or topics, and bringing a human-interest element to posts about archival research.

Sample project ideas for the CAC

- Critically examine our holdings by geographic and topical representation (using subject headings and tags) to assist in setting collecting priorities
- Assist in marketing and planning efforts for our sponsorship of the regional Ohio History Day contest
- Archival processing internship to arrange and describe records, entering descriptive information into our finding aid system, rehouse materials, and conduct basic preservation activities on a variety of formats of material, including paper, photographs and multimedia.

Helpful resources

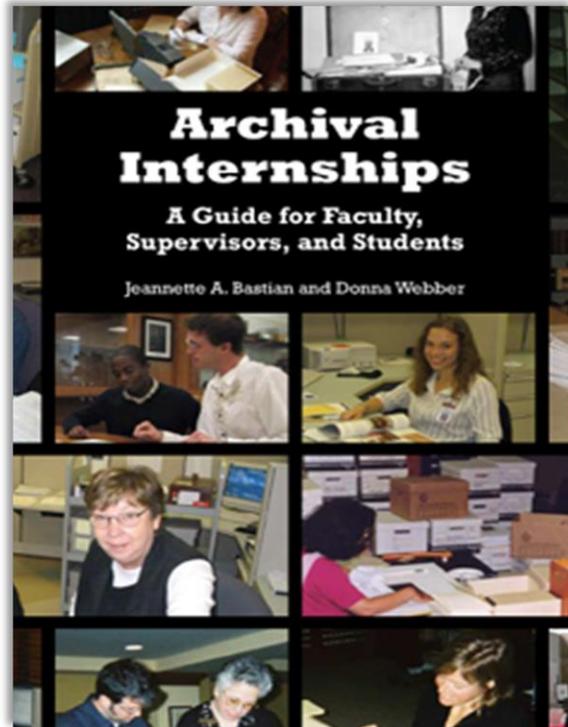


82-page document loaded with practical information about how to start an internship program

Contains many useful templates

<http://interns.multcolib.org/EffectiveLibraryInternshipsFULL.pdf>

Helpful resources



Specific to internships in archival repositories

118 pages

Includes case studies, best practices, sample forms and procedures documents

<https://saa.archivists.org/store/archival-internships-a-guide-for-faculty-supervisors-and-students/774/>

Helpful resources

Starting and Maintaining A Quality Internship Program

Sponsored by the Technology Council of Central Pennsylvania
www.tccp.org

Compiled and edited by
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Director, Internship Center
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Grantham, PA 17027
(mtrue@messiah.edu)

(Please note: The University of Virginia has made some edits for specific use from our employers. All such edits have been made in blue type.)

Special thanks to the Pittsburgh Technology Council and Messiah College for providing materials to make this manual possible.
Second Edition

19 pages

Concisely walks through basics of how to develop a program, **orienting students**, supervising, etc. and includes sample evaluation forms

<http://www.virginia.edu/career/intern/startinganinternship.PDF>

Handouts

Download our handouts from Google Drive

<http://bit.ly/2SCguir>

- position description
- sample syllabus
- PowerPoint presentation