



Independent Study | in Idaho

**LibS427
Teacher Librarian
Practicum**

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The University of Idaho in statewide cooperation with
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Course Guide

Independent
Study | in Idaho

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Teacher Librarian Practicum

University of Idaho
3 Credits

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University of Idaho

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Library Science 427, Teacher Librarian Practicum 3 Semester-Hour Credits: UI

Welcome!

Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about assignments, exams, and grading. If you have any questions or concerns, please contact the ISI office for clarification before beginning your course.

Policies and Procedures

Refer to the ISI website at www.uidaho.edu/isi and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

Course Description

The practicum provides the opportunity for the student to plan, implement and assess a project in a library setting under supervision of a professional. The project should provide experience that match the student's goals and also provide practical use of concepts learned in prerequisite library science courses.

This course will require the student to find a school library that he/she can complete a project in (in person) and another librarian or administrator who can serve as supervisor and mentor for the project. The project needs to be completed during the school year.

Prerequisite: 15 credits of Library Science courses and instructor permission

11 graded assignments, 1 final report in lieu of an exam
Students may submit 1 assignment per week.

Course Materials

There is no required textbook for this course, but materials as described below will be required at times.

- Electronically accessible articles listed and linked in the individual lessons from the "Readings" document.
- UI Library online article databases to search for reviews and other supplementary information requested in the written assignments: <http://www.lib.uidaho.edu/find/articles.html>

Course Delivery

All ISI courses are delivered through Canvas, an online management system that hosts the course lessons and assignments and other items that are essential to the course. Upon registration, the student will receive a *Registration Confirmation Email* with information on how to access ISI courses online.

Course Introduction

This course provides an opportunity for you to pursue a project that helps you put into practice some of what you have learned in other courses in this program. It should also help develop professional connections and leadership skills as well as expand skills that you may feel are underdeveloped. You will be choosing a library setting in which you can plan, implement and assess a

project (instructional, programmatic or collection) over several weeks during the school year, totaling 270 hours (with 10% or 27 hours allowed for the writing, journaling and reporting).

Course Objectives

- This course will provide guided practice using skills and knowledge gained in previous library science courses.
- The student will plan, implement and assess a relevant and useful project in a school library setting.

Lessons

Overview

Provide an overview of what lessons include and any instructions concerning lessons in general. Please correct the *Table of Contents* and *Assignment Submission Log* if you change the number or order of the lessons and exams.

Lessons consist of written responses to questions, summaries or articles, journal entries or reports related to the school library project. Each lesson differs based on the stage of the project. You will need to keep a log of hours and tasks completed and journal entries during the project. The final project is a complete report of the whole project from planning to assessment.

Use the UI Library online article databases at <http://www.lib.uidaho.edu/find/articles.html> to search for reviews and other supplementary information requested in the written assignments. You will need to log in with your University of Idaho Net ID to do this.

Study Hints:

- Turn in the first lesson and wait for feedback before completing any more coursework.
- Keep a copy of every assignment submitted.
- Complete all reading assignments.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken Web page or URL.
- Keep notes of your project progress.
- Plan to write very thorough answers and reports. Clear, organized writing, with correct grammar and spelling is expected.

Refer to the **Course Rules** in Canvas for further details on assignment requirements and submission.

Grading

The course grade will be based upon the following considerations:

11 Lessons: 60 points each for written assignments

54-60 points = A

48-53 points = B

42-47 points = C

36-41 points = D

below 36 points = F

Total for written assignments = 660 points

Final Project: 340 points
Grand total points: 1000

Grading:

- A = 90 to 100 percent
- B = 80 to 89 percent
- C = 70 to 79 percent
- D = 60 to 69 percent
- F = 59 percent and lower

The final course grade is issued after all lessons and projects have been graded.

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

About the Course Developer

Diane Prorak, MLIS, is a reference and instruction librarian and associate professor at the University of Idaho. She coordinates the University of Idaho Library's information literacy program and teaches many college level information literacy sessions, as well as some to visiting high schools.

Contacting Your Instructor

Instructor contact information is posted on your Canvas site under *Course Rules*.

Lesson 1

Assessing Your Current Skills and Developing Practicum Goals

Lesson Objectives

- 1) Understand purpose and process of the practicum
- 2) Develop goals and objectives for the practicum

Reading Assignment

Readings: Dotson, Kaye B., and Kylie P. Dotson-Blake. "Factors Of Engagement: Professional Standards And The Library Science Internship." *Techtrends: Linking Research And Practice To Improve Learning* 59.3 (2015): 54-63. ERIC. Web. 31 Oct. 2016.

<http://ida.lib.uidaho.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1059125&site=ehost-live&scope=site>

Important Terms

Practicum	Professional standards
Professional goals	

Introductory Lecture

The LibS427 practicum is an opportunity for you to pursue a project that helps you put into practice some of what you have learned in other courses in this program. It should also help develop professional connections and leadership skills.

You will be choosing a library setting that the course instructor must approve, in which you can plan, implement and assess a project (instructional, programmatic, or collection) over several weeks during the school year, totaling 270 hours (with 10% or 27 hours allowed for the writing, journaling and reporting).

Before deciding on your project's details, you should do some exploration of your current skills and goals through this lesson.

Written Assignment

Before beginning the first written assignment, refer to the *Course Rules* in Canvas for your instructor's assignment requirements. If emailing assignments to your instructor, please copy the ISI office at indepst@uidaho.edu.

(Each question is worth 10 points unless otherwise noted).

1. Provide a short biographical sketch of yourself, particularly your professional experience pertinent to this practicum and the library science courses you have taken.
2. Read the article by Dotson and Dotson-Blake. The article outlines "Factors" (pp. 59-60) that students in internships (similar to practicums) should work on during their clinical experience. In addition, it states, on p. 60:

As a capstone experience, the internship is an opportunity to demonstrate professionalism, implement practical technology-integration and leadership skills and transition from a student learning about standards, to a professional implementing standards. Too often, the internship experience is designed as solely an opportunity to join a school community and start doing the work of the school librarian. The internship should instead be a transformative experience, not perpetuation of the status quo.

- a. React to the “Factors” by describing what factor area you would like to have your practicum focus on and why.
- b. What is your reaction to the statement about the internship as a “transformative experience” and how you might be able to accomplish that?
3. What library-related skills or areas of knowledge do you feel fairly competent in? What are areas you feel you would like to gain additional knowledge or skill in?
4. Search for a professional article within the last 6 years on school librarianship, teacher librarians or school libraries, with a focus on some aspect you are interested in (e.g. developing programs for students, encouraging reading or teaching information literacy). Use the UI Library databases available to you through the UI Library home page www.lib.uidaho.edu. You may use any of the databases on the “Articles and Databases” page (<http://www.lib.uidaho.edu/find/articles.html>) but here is a recommendation:
 - a. Click on Academic Search Premier
 - b. Next to the search box in that database, click on “Choose Databases.”
 - c. Add two databases: ERIC and “Library, Information Science and Technology Abstracts.”
 - d. To remove some of the popular magazines, remove Masterfile Premier.
 - e. Click on OK and begin searching.
 - f. Once you find an article of interest, read it then
 - i. Cite the article
 - ii. Summarize the content
 - iii. Provide commentary and personal reaction to the article, particularly how this might relate to your practicum.
5. Describe the approximate time frame you have available or necessary for your practicum. How will that coincide with the school calendar, your work schedule and other time constraints?
6. Describe three professional goals you wish to accomplish during your practicum with an explanation of why this goal would be helpful and important to you and also how you might accomplish this in a short practicum. Try not to focus on a specific project right now, but on broader goals that would benefit you in the future as a teacher librarian.