**DIRECTED FIELDWORK**

**EXAMPLES OF LEARNING OUTCOMES AGREEMENT**

Listed below are some sample learning outcomes with their associated tasks and criteria for assessment. These are offered only to provide examples, as each Directed Fieldwork experience is unique. The Learning Outcomes Agreement (LOA) should reflect the student's specific needs and goals. There is no set number of outcomes: this will vary with each student and placement. These sample outcomes also indicate their mapping to the [MLIS program-level student learning outcomes](https://ischool.uw.edu/programs/mlis/curriculum/student-learning-outcomes), and that mapping information should also be included on each student’s form. The first two examples show the mapping rationale to help you get started.

The LOA should also reflect the iSchool’s commitment to promoting IDEAS concepts (Inclusion, Diversity, Equity, Accessibility, Sovereignty). Indicate in your learning outcomes how what you will be doing ties in with these important issues. Please consult with the faculty supervisor if you need further information or would like to discuss how this commitment can be met within the host organization.

*Reminder: The LOA should clearly define (a) what the student wants to learn (the learning Outcomes), (b) what tasks or projects the student will be performing in order to meet those Outcomes, and (c) what the student will have to show as “evidence” of having completed the learning Outcomes (e.g., reference log, cataloging records, web pages, database designs, weekly blog entries, etc.). Note that the evidence needs to be something concrete, that can be included or pointed to in an artifact repository or used in discussion with potential employers. The Learning Outcomes Agreement guides the entire fieldwork experience much like a syllabus outlines and guides your other courses.*

EXAMPLE 1

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Update the [host site] web page  Maps to SLOs: 1, 2, 4, 6, 9, 10  Rationale: updating a website requires that you do a needs assessment, that you’ll be providing increased/updated access to information; promoting accessibility; evaluating and solving problems; using appropriate concepts of knowledge organization; and utilizing technology.  Additional note: depending on the situation, you may find that this outcome would map to other SLOs as well. | Meet with stakeholders to understand needs and expectations. Use HTML and Java to update web page, adding entries for the past year’s acquisitions, updating hours and contact information, etc. | Complete additions of past year's acquisitions and informational items.  Field test with staff members to check for errors and ease of use. Use accessibility program to check for ADA compliance or other accessibility issues. |

EXAMPLE 2

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Host a successful library program for diverse group of young adults.  Maps to SLOs: 1, 2, 3, 4, maybe 5, 7  Rationale: planning and implementing library programming means understanding the user group needs; providing access to the required materials; empowering the user group to engage with information; promoting IDEAS concepts (which is embedded throughout this outcome); perhaps engaging with a global or non-Western perspective; and communicating effectively.. | Design, plan, & implement a young adult program aimed at reaching a diverse audience of young adults. Create a planning template for the program, including Outcomes, theme, time, place, length of program, preparation resources, implementation materials, tasks and persons responsible for them, evaluation, etc. | Completed program plan, possibly photos of the program, outreach documents such as fliers in English and Spanish. Summarized assessment of the experience including creation of a “tip sheet” for future interns/fieldwork students. |

EXAMPLE 3

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Increase knowledge and skills in creating thesauri.  Maps to SLOs:1, 2, 4, 9 | Update the thesaurus for a special library. Field test the terms by surveying in-house personnel. Ensure that terms reflect multiple perspectives and do not have negative connotations for underrepresented groups. | Add a determined number of thesaurus terms. Report the results of the field test survey. |

EXAMPLE 4

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Increase awareness of and access to [host museum site] and its archival resources  Maps to SLOs: 1, 2, 6, 7, 8   |  | | --- | |  | | |  | | --- | | Design and produce an online exhibit showcasing underrepresented artists in museum collections. | | |  | | --- | | Final exhibit to be hosted on [site’s] web page. | |

EXAMPLE 5

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Describe potential methodologies and tools for critical assessment practices.  Maps to SLOs: 1, 2, 4, 5, 6, 7 | Develop critical and inclusive assessment bibliography in partnership with assessment staff: assist with organizing and identifying readings related to critical research and assessment methodologies (including collaborative and indigenous research methods, diverse participant recruitment strategies, and inclusive survey and assessment tool design). | Draft bibliography of readings organized by broad topic area. |

EXAMPLE 6

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Apply skills and knowledge in a weeding project.  Maps to SLOs: 1, 2, 9, 10 | Assist in weeding project, including assessing items to be weeded and physically processing them for repair or discard. | Submit a list of evaluated materials, including suggestions for collection assessment to diversify collection, and weeding policies. |

EXAMPLE 7

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Increase reference skills  Maps to SLOs: 1, 2, 3, 6, 7   |  | | --- | |  | | |  | | --- | | Work on the reference desk, first shadowing librarians, then as regularly scheduled. | | |  | | --- | | Maintain a log of a sample of inquiries, including resources and approaches used, and the level of success achieved with each. Note observations on improvements in ability to field queries. | |

EXAMPLE 8

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Learn how to clean up records to match current cataloging standards.  Maps to SLOs: 2, 6, 9 | Clean up downloaded records in EOS, matching AACR2 and RDA cataloging standards. | Produce screenshots of records before/after cleanup. Create weekly blog posts summarizing the work and evaluating my experience. |

EXAMPLE 9

|  |  |  |
| --- | --- | --- |
| **Outcomes** | **Project Task Description** | **Evidence / Criteria for Evaluation** |
| Become familiar with day to day operations within the library.  Maps to SLOs: 1, 2, 4, 6, 7, 10 | Work the circulation desk. Shelve library materials. | Comfortable with assisting all patrons when they approach the desk. Able to shelve materials in appropriate locations and knows where to find material when asked. The student will document lessons learned, key takeaways and areas for further study or research. |