

**Directed Fieldwork Learning Outcomes Agreement**

* *The student and DFW host site supervisor/mentor should collaboratively complete the “DFW Learning Outcomes Agreement” (LOA) during the first week of fieldwork (or earlier) and submit it to the DFW Faculty Coordinator by the due date reflected on the LIS 590 course website.*
* *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, etc.). The Learning Outcomes Agreement guides the entire fieldwork experience much like a syllabus outlines and guides a college course.*
* *The LOA should also reflect the iSchool’s commitment to diversity, social justice, and equity. Indicate in your learning outcomes how what you will be doing ties in with these important issues.*

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| **Student Name: Kaitlin Throgmorton** |
| **Student Email: ---** |
| **Student Telephone: ---** |
| **Host Site Institution: Seattle Central College** |
| **Supervisor/Mentor Name: Kimberly Tate-Malone** |
| **Supervisor/Mentor Mailing Address** *(include city, state, and zip)***:**  --- |
| **Supervisor/Mentor Email:**  --- |
| **Number of LIS 590 Credits Registered for: 2** |
| **Fieldwork Start Date: September 2019** |
| **Fieldwork Approximate End Date: December 2019** |

**Using the chart below, please indicate the following:**

* **Learning Outcomes:** List and describe (in as much detail as possible) three to five primary learning outcomes for the fieldwork experience.
* **Project/Task Description:** Describe the fieldwork projects or tasks (in as much detail as possible) that relate to each learning objective.
* **Evidence/Criteria for Evaluation:** For each learning objective, describe how student performance will be evaluated in terms of evidence (e.g. observation, product, report) and criteria (e.g. quality, number of hours).
* **iSchool Values:** Indicate as appropriate (i.e. either in outcomes, tasks, or evidence/criteria) how the work reflects the iSchool’s commitment to promoting diversity, social justice, and equity.

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|  | **Learning Outcomes** | **Project/Task Description** | **Evidence/Criteria for Evaluation** |
| 1 | Gain understanding of pedagogical theory. | Read pedagogical literature as assigned by Kimberly Find and read literature on my own about pedagogical theory | - Write reflections on reading and answer questions Kimberly sends with readings - Track readings and literature reviewed in a bibliography |
| 2 | Acquire experience teaching a diverse group of undergraduate students. | Prepare for and teach at least one class session on information literacy, using open-source, equitable materials relevant to an Allied Health student audience | - Create a lesson plan and other preparatory material(s) ahead of class session - Teach class session |
| 3 | Learn about fair grading practices. | Assist Kimberly in grading various assignments after having a discussion about grading norms | - Log this activity (such as number and type of items graded – but no personal student information), and note lessons learned / reflections |
| 4 | Become familiar with instructional librarianship in academic settings. | Attend all class sessions, assist Kimberly in the classroom with various activities, and meet for discussion with Kimberly once a week | - Log activities and reflections |
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