

## 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.*

<b>Student Name:</b> Miranda Montez
<b>Student Email:</b> monte141@uw.edu
<b>Student Telephone:</b> 218-390-3779
<b>Host Site Institution:</b> Long Island University Brooklyn
<b>Supervisor/Mentor Name:</b> Eamon Tewell
<b>Supervisor/Mentor Mailing Address (include city, state, and zip):</b> 1 University Plaza, Brooklyn NY 11201
<b>Supervisor/Mentor Email:</b> Eamon.tewell@liu.edu
<b>Number of LIS 590 Credits Registered for:</b> 3
<b>Fieldwork Start Date:</b> 9/24/2018
<b>Fieldwork Approximate End Date:</b> 12/7/2018

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.

	<b>Learning Outcomes</b>	<b>Project/Task Description</b>	<b>Evidence/Criteria for Evaluation</b>
1	<p>Observe reference techniques for user assistance</p> <p>Apply these techniques by staffing the Ask a Librarian desk</p>	<p>Observation of librarian assistance techniques provided at the Ask a Librarian desk (in-person and virtual)</p> <p>Identify opportunities for potential projects through observation at desk</p>	<p>Weekly reflections on observations</p> <p>In-depth reflection on five interactions at the Ask a Librarian desk, including opportunities to improve service provided</p>
2	<p>Become familiar with a range of instructional techniques librarians apply in classroom settings</p> <p>Evaluate these techniques in order to apply or develop different classroom strategies</p>	<p>Observe information literacy classes for various subject areas</p> <p>Participate in conducting these classes along with instruction librarians</p>	<p>Weekly reflections on observations</p> <p>In-depth reflection on personal instructional experiences</p>
3	<p>Become familiar with LibGuides software and LIU Libraries web content</p> <p>Gain experience with online instructional design</p>	<p>Create a LibGuide for a class or subject area that does not currently have one</p>	<p>Weekly reflection on LibGuide progress, as applicable</p> <p>Finished LibGuide that meets professional standards</p>
4	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.