Information Commons: Employment as Experiential Learning

By Amanda Starkel & Megan Grady-Rutledge
“Since its inception in 2009, the program has been committed to providing its student employees with **experiential learning** opportunities revolving around **twenty-first century skills, self-development, and professional growth.**”
IC Service Locations
ICers
Learning Goals for Students in the Program

Students will develop, apply, and promote twenty-first century skills:

- Find, understand, evaluate, and use information, technology, and media ethically and legally
- Communicate effectively to foster collaboration in a project-based environment
- Apply integrative, critical, and creative thinking to address problems
- Expand global and social awareness, particularly as related to the information ecosystem
Learning Goals for Students in the Program

Through reflective practice, students will progress in their professional and self-development:

- Connect academic, personal, and career goals to work experiences to lay foundation for lifelong learning
- Participate in a professional environment by embracing service expectations, respecting policy, and engaging in organizational and self-assessment.
- Cultivate learning and skill development in others
Training: Overview

- Continuously evolving
- Housed in Moodle
- Checklist model
Training: Verifying Effectiveness

1. Peer leaders
2. Face-to-face checkpoints
3. Reflection portfolios
Training: Contents

Current training sections:

- Day-to-Day Skills
- Butler-supported Technology Systems
- Information Ecosystem: Consuming & Creating
- Next Steps
Training Example 1

Training Section: **Outlook**

1. **Checklist**: prior knowledge & areas of improvement
2. Use Resources page and/or practice to fill in gaps
3. Test knowledge via activity
   - *Respond to realistic patron emails using specific Outlook features*
4. Student supervisor will verify activity
Training Example 2

Training Section: **Information and Visual Literacy**

1. **Checklist**: prior knowledge & areas of improvement
2. Use Resources page and/or practice to fill in gaps
3. Test knowledge via activities
   - Critically reading photos
   - Infographic introduction & sharing
   - Reflection prompt: defining these literacies
4. Student supervisor will verify activity
I chose this infographic because it has a wide range of colors and presents artful images that pull the eyes this way and that. It is very clean and simple to understand. There is a balance between the amount of words and the amount of images, and they geographically alternate along the page. The layout is easy to follow. Not to mention this infographic is about visual hierarchy--perfect for an infographic!

I like this infographic too! I particularly like how the numbers reflect the point being made. My only critique would be how long it is. With 15 points I am not sure how they could have condensed it besides eliminating or combining points though.
“Being able to practice the skills and having a checklist to see what skills we have acquired is helpful. While doing the trainings we kind of just go through some of the motions without really thinking about how we are improving our skills; the checklist really brings things into perspective.”
Training: Assessment Data

How often do you stay on top of your training?

- Most of the time
- Some of the time
- All of the time

Rate your overall IC experience:

- 5 = Awesome (50%)
- 4 = Good (50%)
Post-Training Experience

Create training on patron privacy

Build a LibGuide for graduating students

Compete (and win) in library business case competition

Assist the Business Librarian with research instruction sessions

Facilitate iMovie instruction

Pilot new tech for the campus

Create infographics to assist with outreach and social media efforts
Training: Resource Sharing

https://goo.gl/uXAzZ4