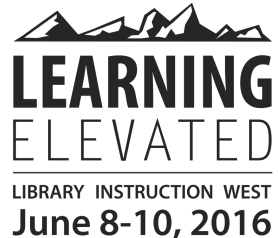


# *Undergraduates crossing the threshold: Assessing library interns using the Framework*

Carly Marino, Special Collections Librarian

Sarah Fay Philips, Coordinator of Instruction & Research

**HUMBOLDT** STATE UNIVERSITY



# Presentation Overview

1. Threshold Concepts and Undergraduate Internships
2. Humboldt State University *Library Scholar* Internship as a case study
3. How to incorporate knowledge practices from 3 of the frames
  - a. Authority is Constructed and Contextual
  - b. Information has Value
  - c. Research as Inquiry
4. Formal assessment example
  - a. Exhibit Analysis assignment
5. Q & A

# Who is here?

Do you:

1: Have an undergraduate internship program

2: Want to develop an undergraduate internship program

3: Want to learn more

# Threshold Concepts & Undergraduate Internships

Undergraduate Internships are environments for exploring Threshold Concepts, because they are “akin to a portal, opening up a new and previously inaccessible way of thinking about something.”

Meyer and Land, *Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising with the Disciplines*. (Edinburgh: ETL Project, 2003).

# Threshold Concepts & Undergraduate Internships

- Undergraduate internships are instruction
- Structure undergraduate internships in a supportive and effective learning environment
- A cohort supports students as they make linkages and grapple with troublesome knowledge and threshold concepts together

Questioning

Why?

Ideas

## In their own words

“What surprised me about the internship is how involved it was. Based on my past internships I expected to be doing busy work or running errands. I didn’t expect to learn as much as I have... I [was] also surprised how important everyone has become to me which is something I didn’t expect.”

(Student B Spring 2016)

# Threshold Concepts & Undergraduate Internships

**Transformative:** significant shift in how a student views an idea or discipline

**Integrative:** help a student understand how previously disparate knowledge is related

**Problematic or Troublesome:** knowledge gained may contradict a student's previously held opinions. May be so new or strange to the student that they may have trouble grasping them.

Meyer and Land, *Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising with the Disciplines*. (Edinburgh: ETL Project, 2003).

## In their own words

“I didn’t have many expectations going into the internship, so there wasn’t much for me to make a comparison to. I suppose it was different in that there was a lot more opportunity to learn than I expected. I didn’t expect to learn as much as I did. I thought it would be more application of skills we already possess.”

(Student D Spring 2016)



# Threshold Concepts & Undergraduate Internships

“Given the centrality of [threshold] concepts within sequences of learning and curricular structures their troublesomeness for students assumes **significant pedagogical importance. How might we best assist our students to gain understanding of such concepts?** What might account for the variation in student facility to cope (or not) with these learning thresholds? “

Team-based, project-based Undergraduate Internships  
in the Library!

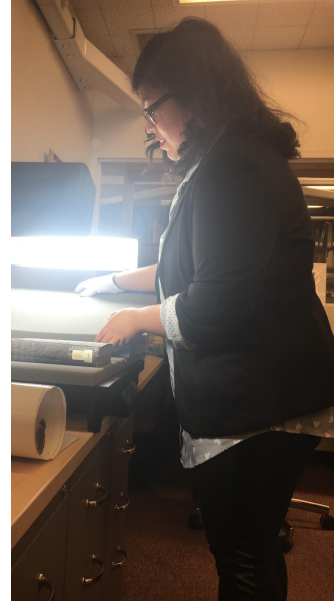
Meyer and Land, *Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising with the Disciplines*. (Edinburgh: ETL Project, 2003).



# Humboldt State University Library Scholar Internship

**Project-based internship  
designed to impact  
student learning.**

- Curricular Focused
- Case Study - Special Collections
- Interdisciplinary
- Team Based



# Pair & Share

2 minutes to note projects that

- you need support with
- has campus support
- has curriculum alignment

# Project Based Internship



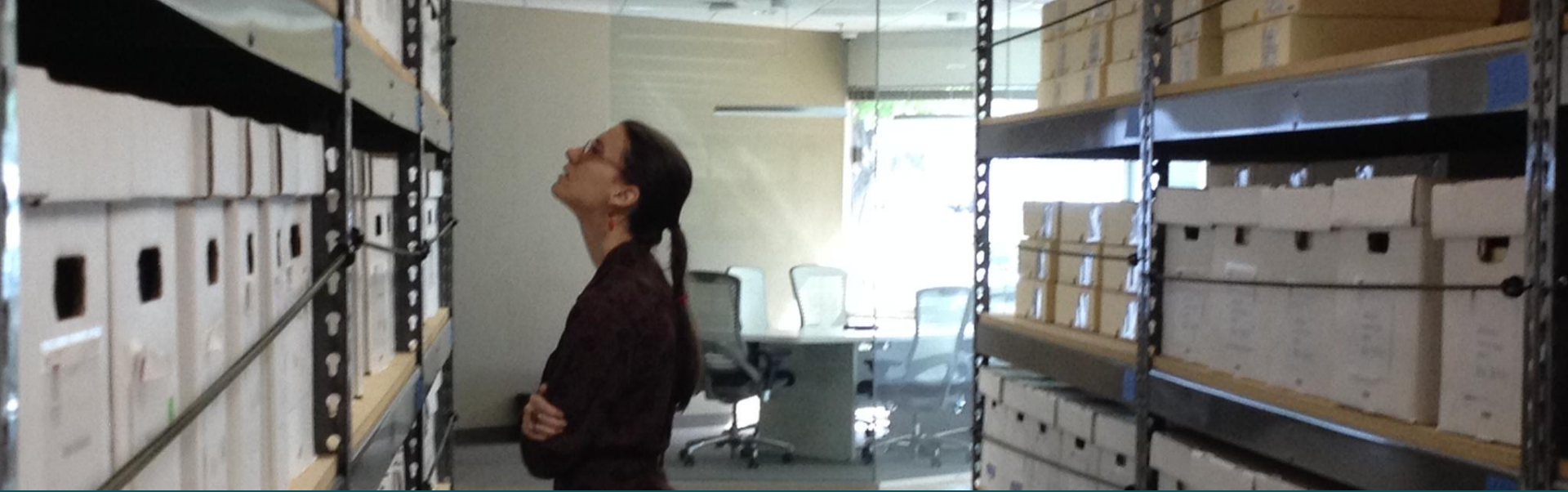
# Project Based Internship



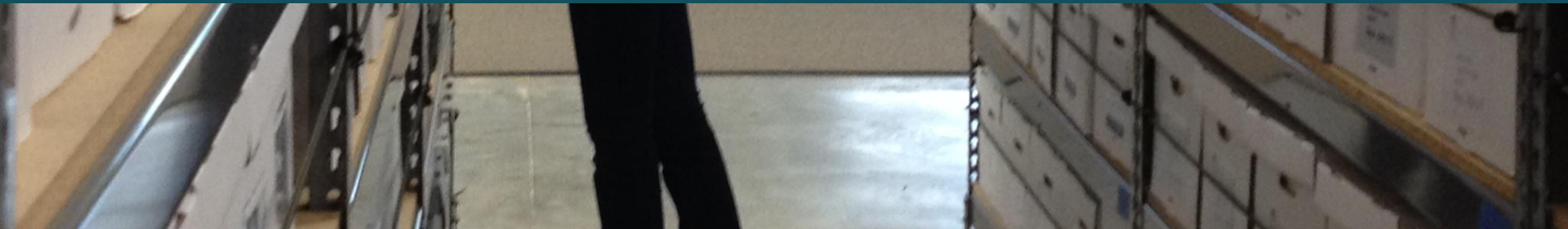
Humboldt State University's Literary Journal

One of the new sections of Humboldt State's Library is the Authors' Hall, where our university celebrates authors who have come and been a part of the community. Students, faculty, and staff are all welcome to submit things they've published to be a part, and one of the biggest parts of Authors' Hall is the school's literary journal, Toyon.

In publication since 1954, Toyon has been a big part of writers' lives here at Humboldt State as a chance to publish their work for their peers



# Student Learning and the Framework



# Authority is Constructed and Contextual

## Knowledge Practices

Learners who are developing their information literate abilities:

- define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)
- acknowledge they are developing their own authoritative voices in a particular area and recognize the responsibilities this entails, including seeking accuracy and reliability, respecting intellectual property, and participating in communities of practice
- understand the increasingly social nature of the information ecosystem where authorities actively connect with one another and sources develop over time.

# Authority is Constructed and Contextual Incorporation in Internship

Authorship and Ownership: Blog posts, social media, exhibits, workshops

Designing online exhibits: Curation research and selection

Conversations about bias and perspective

Intellectual property application

Collection and donor work

Press releases and publication projects



Framework  
Moment

**Authority is  
Constructed  
and  
Contextual**

**HSU Library Needs**

Photographs and Documents Digitized

**Student Project**

Design Online Exhibit

**Student Learning and Troublesome Moment**

Selecting and Researching Items and  
Publishing Content Online

**Assessment of Student Learning**

Exhibit Analysis Assignment



TRANSPORTATION IN HUMBOLDT COUNTY: The Redwood Highway and its Gas-Powered Visitors

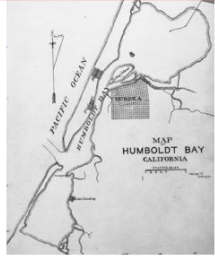
**THE HUMBOLDT BAY AND SHIPS**

Connecting to the World through Rails Works Cited

**THE HUMBOLDT BAY AND SHIPS**

Humboldt Bay

The Humboldt Bay proved exceptionally valuable to the region, not only as a means to transport cargo, but as a means of travel as well. The Bay is the safe and commodious harbor that is accessible to most vessels except those with deep drafts, making it a popular point of entry inland.



The Humboldt Bay is the only landlocked harbor between San Francisco and the Oregon state line. The Bay is 14 miles long and spans from 1 to 4 miles wide, making it an easy port to unload and load all sorts of treasures into and out of Humboldt County.



Ships and Travel

The travel via ship remained a dominant factor during this era. The route to and from Humboldt consisted of three lines of freight and passenger steamers. One route came south from San Francisco, and the other two went north to Coos bay and farther north to Astoria, Oregon.

Although the trip through the water was a popular one, it did have its dangers. Many ships attempting to make the trip met a disastrous fate, with many ending up in the bottom of the Bay.



» Home

» Browse Exhibits

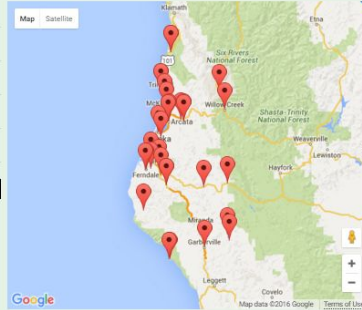
» Browse Collections

» Browse Items

» Map

» Humboldt Room

**Humboldt Landmarks and Places of Interest**



Life in Humboldt County

Humboldt State Teacher's College

Student Life

Humboldt Landmarks and Places of Interest

References



The Shelter Cove Pier, 1907 Petrolia, California, August 1907 Shelter Cove Hotel, 1909 19107



The Scotia Mill, February 1911 Fourth of July celebration on the main street of Ferndale, 1911 Independence Day celebration held in Fortuna, California, 1912 Fraternity Hall in Blue Lake, California, 1912



**A RETROSPECTIVE LOOK AT RESTAURANTS**

Restaurants in Humboldt County function as a sensitive gauge of the changing tastes of a community. Diners that used to be full every day of the week could be abandoned five years later for a new bagel shop, and soda fountains can shutter their windows in favor of a new pizza joint. From the myriad of microbreweries to the Samoa Cookhouse, many eateries in Humboldt County are as unique as the residents. Restaurants are not merely a place to eat food; they are also community spaces where jokes are made, ideas are exchanged, and culture maintained. Looking back in time at the eateries of historic-era Humboldt County can really illuminate the role of food in the expression and transfusion of culture.



Lazio's was a bustling Eureka restaurant until an ugly zoning battle forced its closure



Bar and Grill in Old Town Eureka, 1930s Arcata sweet shop menu, 1945



**Student Intern Exhibits – Fall 2015**

# Information Has Value

## Knowledge Practices

Learners who are developing their information literate abilities

- understand that intellectual property is a legal and social construct that varies by culture;
- articulate the purpose and distinguishing characteristics of copyright, fair use, open access, and the public domain;
- recognize issues of access or lack of access to information sources;
- decide where and how their information is published;

# Information Has Value Incorporation in Internship

SkillShops:  
Copyright  
Open Access Week  
Wikipedia Edit-a-thon  
Library Lifelong Learning  
Lounge

## L<sup>4</sup> H<sup>SU</sup>

SUMMER 2016 MAY-JULY

LIBRARY LIFELONG LEARNING LOUNGE

**Mission:** Meet Personal and Professional Development needs of students (specifically student workers), staff, and faculty over the summer. Connect programming offered over the previous year or for the future year in a coherent, organized, and planned summer series of “lunchtime” activities.

Cultural Awareness

Technology

Creativity and Professional Exploration

HSU Library Learning Center  
Writing Studio Financial Aid  
eLearning Academic & Career Advising Center

Professional 

Technology 

# SkillShops

Life 

Research 

Academic 

Reserve your  
spot today!

# Information Has Value Incorporation in Internship

Social Media: creation, policies

Native American collections,  
photographs, and other material

Conversations about access

Presentations about Information  
Resources (budget, management)

Creators and contributors to scholarly  
conversation



Framework  
Moment

Information  
has Value

**HSU Library Needs**

Publishing Projects

**Student Project**

publish rare books (pre-1923) and  
Special Collections material online

**Student Learning and Troublesome Moment**

Wikipedia Edit-a-thon

**Assessment of Student Learning**

Correct application of copyright in work

# HSU UNCONFERENCE

Friday March 4th 11:00am - 2:00pm Library Fishbowl

Sponsored by: The University Library & the College of eLearning and Extended Education

**How I Learned To...**

[www2.humboldt.edu/unconference/](http://www2.humboldt.edu/unconference/)



**Library Scholar Intern Campus Connections**



# Library Scholar Intern Campus Connections



# In their own words

“If the collection looks disheveled and not truly aesthetically pleasing for the public, (but its order makes sense to librarians/archivists) **digitizing the work can make the collection more enticing and approachable for people outside of the process.**”

(Student C Spring 2016)

# In their own words

“Prior to my internship. ... I had no idea there was so much more information there. I always took the library resources I used for granted. I never thought about how the library got all the books and articles I used. It shocked me to see how much work goes into setting up all of the resources that we have access to on campus.” (Student E Spring 2016)

# Research as Inquiry

## Knowledge Practices

Learners who are developing their information literate abilities

- deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations;
- organize information in meaningful ways;
- synthesize ideas gathered from multiple sources;

# Research as Inquiry Incorporation in Internship

Exhibit concept and proposal

Curation and selection of objects to display

Researching the researcher

Process an archival collection

Creating digital timelines or maps

Interdisciplinary team based research



# Framework Moment

# Research as Inquiry

## HSU Library Needs

Collection that needs to be made available to researchers

## Student Project

Design an exhibit (physical or online)

## Student Learning and Troublesome Moment

Exhibit proposal and presentation and examination bias

## Assessment of Student Learning

Evaluation of exhibit

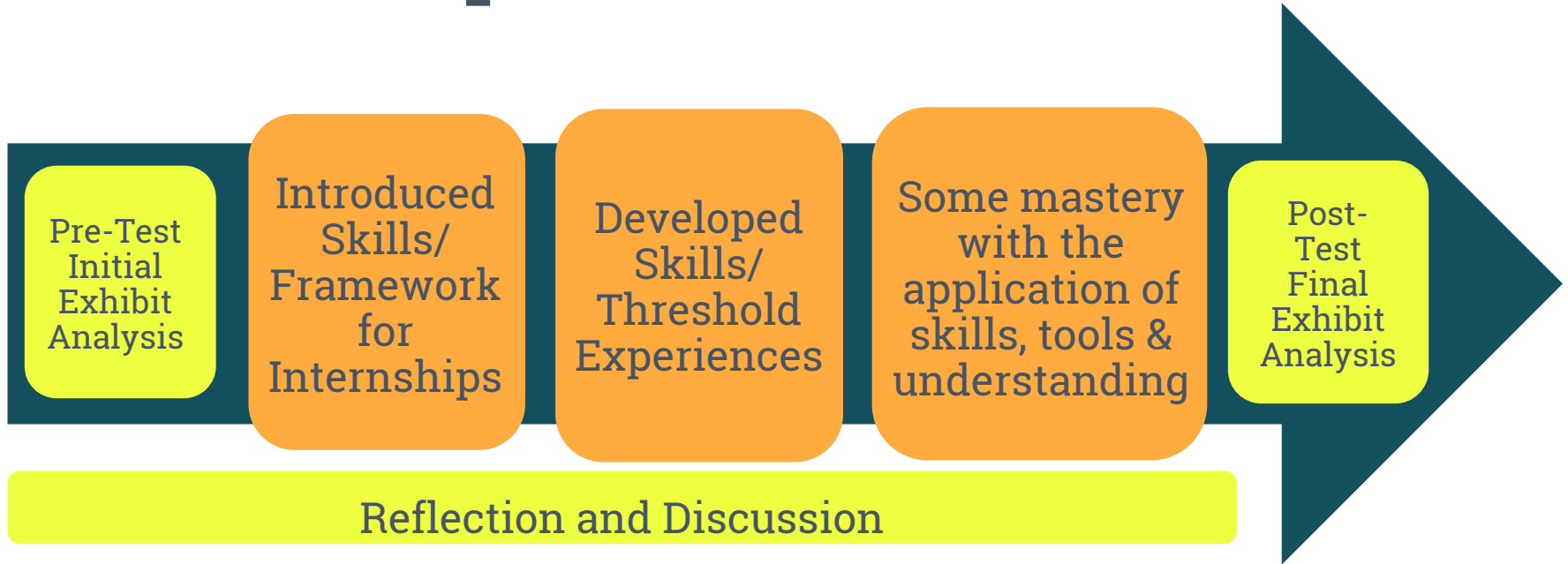


# In their words

“One connection that I have made between theory and practice is that when it comes to certain things, **there isn't just one correct way to do things; often there are several.** Like accessioning material. There are several ways to identify items and information depending on what works best for the organization of material.”

(Student E Spring 2016)

# Assessment and Library Scholar Internship Curriculum





# Exhibit Analysis Assignment

*You are newly hired as an assistant in a museum and you are asked to step in to lead an exhibit tour. Examine the [exhibit name and URL] and answer the following questions as you prepare the presentation.*

*Who is the intended audience?*

*Are authoritative sources used? How do you know?*

*Find additional supporting or contradictory information about the topic.*

*What perspectives other than the creator are included?*

Element	Student Learning Outcome	Performance Level: Initial/Beginning (0)	Performance Level: Developing (1)	Performance Level: Skilled (2)	Performance Level: Capstone/ Professional (3)
A	Students will be able to find and select appropriate sources that support or provide related information on the exhibit	Uses open web and selects poor quality sources. Is not able to identify additional information on the topic	Uses open web and selects quality sources. Uses Library resources but selects irrelevant or inappropriate sources	Uses appropriate level and good quality Library resources (from the catalog, Articles+, databases, etc.) OR Used provided bibliography	Used provided bibliography AND (appropriate level and good quality Library resources OR appropriate and good quality resources from the Open Web)
B	Students will accurately identify and evaluate authority and credibility of sources and the exhibit	Student makes no effort to evaluate for authority or credibility or back up reasons	Student attempts to use evaluative criteria, but does so inaccurately or incorrectly or inconsistently	Uses evaluative criteria to provide a limited or superficial explanation of authority or credibility	Uses accurate evaluative criteria to provide in-depth explanation of rationale for authority or credibility.

Element	Student Learning Outcome	Performance Level: Initial/Beginning (0)	Performance Level: Developing (1)	Performance Level: Skilled (2)	Performance Level: Capstone/ Professional (3)
C	Student will be able to evaluate exhibit and identify constructive ways to improve exhibit	Student makes no effort to identify ways to improve the exhibit	Student attempts to use superficial description (more/less) OR incorrectly identifies improvements	Uses evaluative criteria to provide limited and basic suggestions for improvement	Uses accurate evaluation of missing elements and gaps in research to identify improvements
D*	Students will be able to use evaluative criteria to identify the perspective and potential bias of the creator	Student makes no effort to evaluate for bias or back up reasons	Student attempts to use evaluative criteria, but does so inaccurately or incorrectly	Uses evaluative criteria to provide a limited or superficial explanation for bias	Uses accurate evaluative criteria to provide in-depth explanation of rationale for bias.

# Exhibit Analysis Assignment Rubric and Alignment

Element	Alignment with ACRL Framework
A: Students will be able to <b>find and select appropriate sources</b> that support or provide related information on the exhibit	Searching as Strategic Exploration
B: Students will accurately <b>identify and evaluate authority and credibility of sources</b> and the exhibit	Authority is Constructed and Contextual Information has Value

# Exhibit Analysis Assignment Rubric and Alignment

Element	Alignment with ACRL Framework
C: Student will be able to <b>evaluate exhibit and identify constructive ways to improve exhibit</b>	Scholarship as Conversation Research as Inquiry
D: Students will be able to use evaluative criteria to <b>identify the perspective and potential bias of the creator</b>	Scholarship as Conversation Information has Value

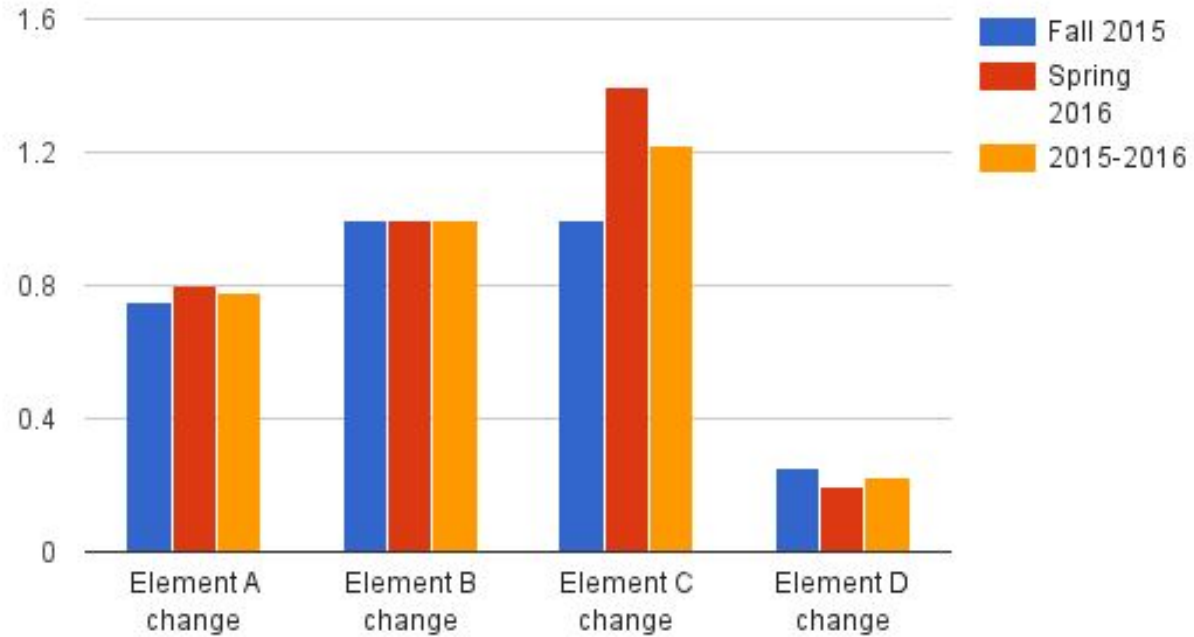
# Exhibit Analysis Assignment Change

Element	Average change from initial to final (F15)	Average change from initial to final (S16)
A: Students will be able to <b>find and select appropriate sources</b> that support or provide related information on the exhibit	+ .75	+ .8
B: Students will accurately <b>identify and evaluate authority and credibility</b> of sources and the exhibit	+1	+1

# Exhibit Analysis Assignment Change

Element	Average change from initial to final (F15)	Average change from initial to final (S16)
C: Student will be able to <b>evaluate exhibit and identify constructive ways to improve exhibit</b>	+1	+1.4
D: Students will be able to use evaluative criteria to <b>identify the perspective and potential bias of the creator</b>	+.25	+.2

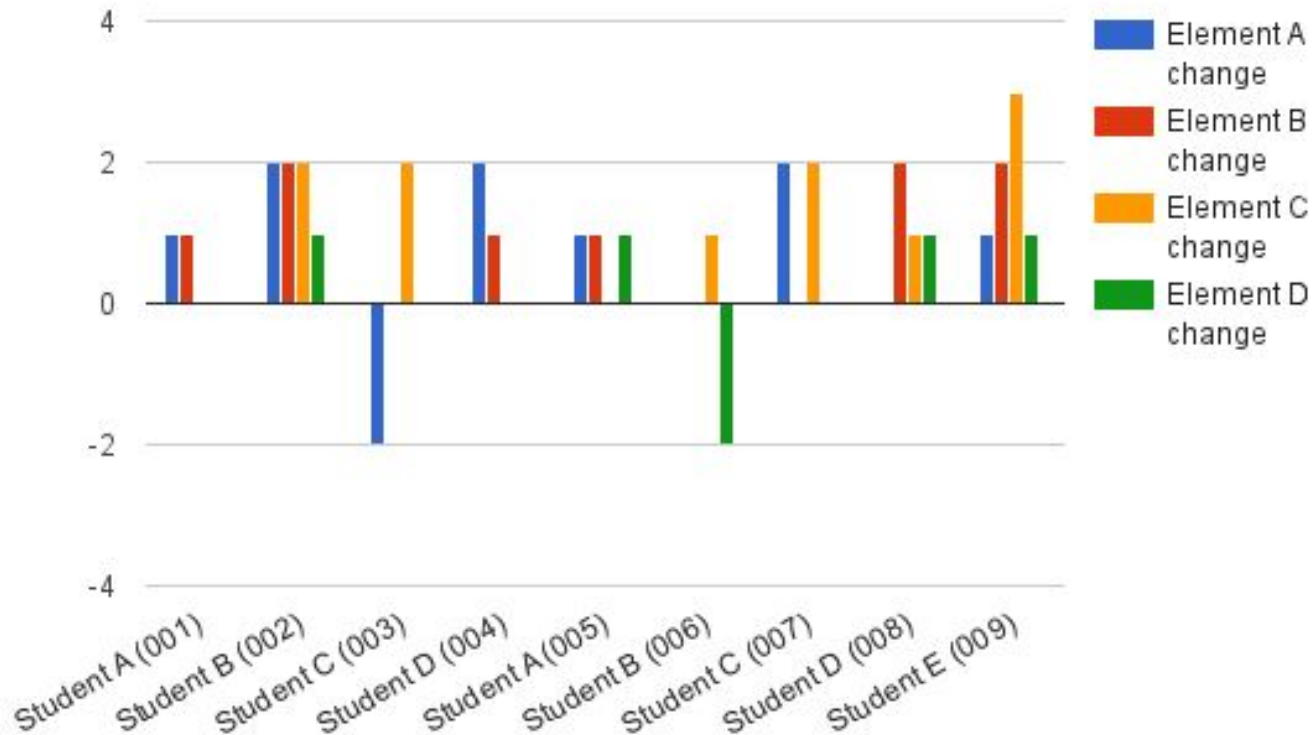
**Rate of Change per Element**



**Change from pretest to posttest  
for each element**



## Element A change, Element B change, Element C change and Element D change



**Rate of Change for all Interns Fall and Spring**

# What Does This Mean?

Internships are a way to:

- Impact and improve student learning
- Teaching information literacy, problem solving, critical thinking and lifelong learning



# Impact of successful Internships

- Bequest from former Library Student Assistant designated to fund Interns
- Collection donated with funding for processing
- Higher profile in Library Redesign
- Campus Research Grant
- Federal Grant

## In their own words

“Now after this internship the Humboldt Room isn’t just a resource it’s also a place I find relaxing which is why next semester I plan on stopping by to scan more journals. It’s like a second extension of home. I felt out of of place my first semester here and being an intern made me feel like part of the school and felt better about my choice to attend HSU.” (Student B Spring 2016)



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Photographs courtesy of Humboldt State University Flickr, Carly Marino, Claire Reynolds and Victoria Bruner

**HUMBOLDT STATE UNIVERSITY**

  
**LEARNING  
ELEVATED**  
LIBRARY INSTRUCTION WEST  
June 8-10, 2016