

LIS 9500 Capstone pilot, Fall 2017

1. Course Information

LIS 9500 Capstone pilot (online, with 5 online or face to face meetings to be scheduled).

2. Instructor Information

Paulette Rothbauer, FNB 4052, prothba@uwo.ca

Pam McKenzie, FNB 4116, pmckenzi@uwo.ca

3. Course Description

A limited enrolment special topics course designed to explore a structured and supported model of student self-assessment of the MLIS Program Level Learning Outcomes as an e-portfolio capstone requirement. Four online modules with one online or face-to-face meeting for each. Evaluation will be “pass with distinction/pass/fail.” Permission of instructor(s) required for enrolment.

4. Course Materials

All materials will be available through the course OWL site and/or through the FIMS Graduate Library or Western Libraries.

5. Methods of Evaluation

Tentative assignments. Students may opt for numeric or pass/fail grading. To successfully complete the course, students must achieve a Pass grade on all five assignments. Percentages indicate the relative weight/size of each.

1. Using a learning outcomes framework, and your own sense of reaching our specific Program Level Learning Outcomes, that we collaboratively develop an assessment framework (i.e., a tool, matrix, etc.). [team based work, due 28 September] [20%]
2. Apply the framework to your own tenure as a student so far in the MLIS program to identify gaps in your own learning, gaps in the curriculum, over-saturation of competencies and learning, and so on [individual and team-based work, due 19 October] [20%]
3. Write a short critical paper on the experience of mapping and assessing your own achievement or potential achievement of the learning outcomes [individual work, due 2 November] [15%]
4. After identifying gaps in your own learning, developing and proposing a plan for learning (that might look at job descriptions and ads, different sets of competencies, professional continuing education opportunities, etc.) that would address these gaps, or writing a proposal or draft paper, or creating a tool or resource, that makes an attempt to fulfill competencies related to identified gaps (e.g., if you feel you need to know more about digital preservation or scholarly communication librarianship, what can you do to address those gaps?). [due 30 November] [30%]
5. Final critical reflection on the work of the term. [due 7 December] [15%]

6. Statement on Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

7. Support Services

Students who are in emotional/mental distress should refer to Mental Health@Western
<http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.