

Internship Programme

Case study: DILL Procedure

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Collaboration in LIS Education

- Internship is a case of collaboration in education, where partnership is between LIS schools and business/industry institutions
- They voluntarily brings their knowledge and experience together by interacting with LIS schools toward a common goal, in the best interest of students for the betterment of their education success

Educational Collaborative Partnerships

- They are established by an agreement between two parties to work together on projects and activities that will enhance the quality of education for students while improving skills critical to success in the workplace.

Internship phases

- (1) understanding the context for collaboration,
- (2) forming a partnership,
- (3) establishing an effective governance structure
- (4) evaluation of learning outcomes achievements.

DILL internship aims

- a planned program of job training and digital library work experiences for students;
- integrating academic and professional curricula;
- assisting the students in career exploration and specialisation.

DILL Internship Programme

Objectives

- to select and apply appropriate research methods
- to improve methodological and analytical skills
- the ability to work in a team
- capacity for interaction with information users and clients
- capacity for planning, problem solving and decision-taking
- to become aware of the professional world and its infrastructure
- to be able to acquire positive professional ethics
- to increase employability by gathering evidence of experience.

DILL Internship Programme Assignments

- survey of the information needs of target groups
- survey of the services provided by the cultural institutions
- design, planning or evaluation of user training facilities
- analysis of the relationship between the cultural institutions and its surroundings.

To be done during the first phase

- Students should agree with the Internship supervisor on which competences to work on in particular.
- Their starting point should be the student's own personal development goals with relation to the expected activities.
- The students's personal performance should be central to the criteria of choice.

Weekly monitoring

- Students compile a weekly report that reflects the entire internship experience. Include brief notes on what occurs, with more extensive discussion of exceptional experiences and reflections on how your sense of professional practice develops. The weekly report may be word processed, or kept as a blog.

Employers Evaluation

- What are the skills you regard as fundamental for the role in which the student has been employed?
- Are you satisfied overall about the work of the student?
- Are you satisfied about his initial skills or you think that he developed the key skills to accomplish his task during the internship?
- In your opinion the skills developed subsequently by the students are they related with his university background or have they been developed independently?
- According to you what are the student's strength points?
- Are they adequate to the tasks you expected to burden to him?
- What are the student's weak points?
- Do they affect the capability to accomplish the initial tasks you wanted to assign him?
- In your opinion are the student's weaknesses due to insufficient graduate education or do they depend on specific student's features?
- What would you suggest to improve the dialogue universities-enterprises?
- Do you think there is a gap between competencies acquired at university and competences required by firms?
- What kind of gap?
- What would you suggest to reduce such gap?

Students evaluation

- The DILL Internship evaluation want to understand the effectiveness of the internship and improve the internship experience for future students.
- The DILL student has the option of completing the “DILL Intern Evaluation” form, this is not mandatory