

## ASSESSMENT OVERVIEW

### Background

Assessment for IFN620 differs a little from other units in the Masters of Information Science (Library and Information Practice). While you are enrolled in IFN620 in your first or second semester of the course, you will only submit one piece of assessment by the end of the semester in which you are enrolled. Your second and final piece of assessment will be submitted upon completion of all other units and after you have done your fieldwork placements.

This unit has one overarching assessment theme – the development of a beginning professional's portfolio. The portfolio assessment provides the opportunity for you to focus on your personal and professional development as you journey through your course. While you start your portfolio during the semester you are officially enrolled in this unit, your portfolio is a living document that you will continue to develop over the entire duration of your studies in the MIS (LIP).

You will submit your final portfolio of work through the QUT e-portfolio system (if you wish to create some of these pieces of work in other spaces, you can link to them from your portfolio. Please ensure that you provide any passwords if required, and do not use sites that may require a marker to set up a special account®).

The portfolio is not only a powerful learning tool but also a practical vehicle that you can use when seeking work upon graduation through the unit and across your studies in the Master of Information Science, you will write reflective pieces and gather evidence of your experiences and professional skills for inclusion in your portfolio. The primary goal of the unit is to help you to learn what it means to be a library and information professional and to start developing your self identity as a member of this profession.

You are required to release two views of the portfolio to the teaching staff. The first view is released at the end of the semester you are officially enrolled in the unit. The teaching staff will provide feedback on the portfolio to guide your ongoing work. The second and final release of the portfolio is at the end of the your last semester in the MIS (LIP). You are expected to work on your ePortfolio independently, but you will also have the opportunity to share ideas and experiences with your fellow students, your employer or mentor, and teaching staff.

The portfolio, and the unit overall, is marked as a Pass/Fail.

### Due dates

In IFN620, weeks are considered to start on Monday and finish on Sunday. All assessment is due at the end of the specified week, on Sunday at 11.59pm.

## ASSESSMENT ITEMS

DESCRIPTION OF ITEM	WEIGHT	DUE DATE	SUBMISSION METHOD
Assignment 1.1: Interim e-Portfolio	For feedback only	Sunday of Week 13	Release your E-portfolio as advised during the semester.
Assignment 1.2: Final e-Portfolio	PASS/FAIL	Sunday of Week 13 of the semester in which you complete all other units and are ready to graduate.	Release the second view of the E-portfolio. Details of who to release the portfolio to will be provided on the Community Blackboard site.

### Feedback to students

Feedback in this unit is provided to you in the following ways:

- Peer and tutor feedback during class workshops.
- You may ask teaching staff for advice and assistance during lectures and workshop sessions.
- Email queries are responded to promptly (within 48 hours, often earlier, not including weekends or public holidays)

Consultations with unit staff can be arranged by appointment to clarify assignment requirements and to provide constructive feedback.

<b>IFN620 Professional Practice for Information Professionals</b>	
<b>ASSESSMENT BRIEF</b>	
YEAR:	2015
UNIT COORDINATOR:	Professor Christine Bruce   <a href="mailto:c.bruce@qut.edu.au">c.bruce@qut.edu.au</a>
VERSION:	1 – January 2015

<b>Assignment 1.1 Interim e-Portfolio</b>	
ASSIGNMENT TYPE:	e-Portfolio
TO BE COMPLETED:	Individually
DUE DATE:	Sunday Week 13
WEIGHTING:	PASS/FAIL (For feedback only)
LEARNING OBJECTIVES:	<ol style="list-style-type: none"> <li>Critically discuss the values and ethics of professional practice in information agencies.</li> <li>Develop an ePortfolio to present your knowledge and skills to prospective employers.</li> <li>Understand the skills and knowledge required for successful career planning, including employment seeking and professional development strategies, with a commitment to the principles of lifelong learning.</li> </ol>
LENGTH:	See below, please note word lengths are indicative. Writing less will not achieve the depth of thought required; going over a couple of hundred words is OK!
DELIVERABLES:	Interim ePortfolio must contain at least the requirements below.
SUBMISSION METHOD:	Via the QUT E-portfolio system. See Blackboard Site for details.

### Requirements

When you submit your ePortfolio for REVIEW at the end of the semester you are enrolled in IFN620, you will be required to include the following items for assessment. Please ensure that it is very clear where the various parts occur in your portfolio (this is an example of your good information organisation):

- Part A: Career Planning
- Your curriculum vitae (this will change somewhat as you engage with this course. Use the web to find different ways of presenting your cv)
  - A brief statement of your career goals/directions/aspiration; (max 1 page) Note: you might consider this a summative statement based on some of your reflections below and other learning from your course of study this semester.

Part B: Professional development reflections. These reflections will evolve over the course of the semester. You should start working on them in the first six weeks, and have them finalised by the end of week 13. Please refer to workshops in this unit and your activity across your studies in writing.

- Reflections on what has brought you into this course and the information professions, together with how your motivations have evolved over the semester; this may include how they have changed and/or aspects that have remained the same or been strengthened. Consider what has brought about the changes (eg units of study, reading, other interactions), influenced your strengthening resolves and how you have responded to new insights. How do you think your insights might influence your professional future? (800 words)
- Reflections on your early learning about the library profession. How has your view of the profession developed or changed this semester based on your units of study and other interactions with the profession? What does it now mean to you to be an information professional? What do you consider to be some of your most important learning and why? What directions would you like your learning to take in the future, what might you need to do to secure these aspirations? Consider both theoretical knowledge and practical skills. (800 words)
- Reflections on how you have gone about acquiring new skills, especially becoming comfortable with previously unknown technology. How have you gone about this, what have you found easy and challenging? What does it take for you to become a learner of new technologies and to be able to help others? How has engaging with new technology helped you as a learner? What have you learned about the information professions from such engagement? (800 words)

<b>Assignment 1.2 Final e-Portfolio</b>	
ASSIGNMENT TYPE:	ePortfolio
TO BE COMPLETED:	Individually
DUE DATE:	End of Week 13 of your final semester of enrolment in the MIS (LIP).
WEIGHTING:	PASS/FAIL
LEARNING OBJECTIVES:	<ol style="list-style-type: none"> <li>Critically discuss the values and ethics of professional practice in information agencies.</li> <li>Apply the knowledge and skills of information practice to beginning professional work in information agencies.</li> <li>Perform the duties of a beginning information professional with reference to the organisational, cultural, political and managerial structures that have an impact upon the role.</li> <li>Develop an ePortfolio to present your knowledge and skills to prospective employers.</li> <li>Understand the skills and knowledge required for successful career planning, including employment seeking and professional development strategies, with a commitment to the principles of lifelong learning</li> </ol>
LENGTH:	See below, please note word lengths are indicative. Writing less will not achieve the depth of thought required; going over a couple of hundred words is OK!
DELIVERABLES:	ePortfolio must contain at least the requirements below.
SUBMISSION METHOD:	Via QUT E-portfolio system. See the Blackboard site for details

### Requirements

When you submit your ePortfolio for REVIEW at the end of your course, you will be required to include the following items for assessment. Please ensure that it is very clear where the various parts occur in your portfolio (this is an example of your good information organisation). If you wish to create some of these pieces of work in other spaces (e.g. CV or Part D), you can link to them from your portfolio. Please ensure that you provide any passwords. If required, and do not use sites that may require a marker to set up a special account. ☹

- Part A: Career Planning
- Your curriculum vitae.
  - A brief statement of your career goals/directions, accompanied by personal strategies for achieving these for the next 2-5 years. This is your 'personal professional development program'

### Part B: Fieldwork placements

- Reflections from your 100 hours of fieldwork activity in at least 2 (two) different LIS contexts (e.g. public, academic). At least one fieldwork placement must be reported in the form of a placement journal (see the Assessment section of the Blackboard site). For the other placement you may use a placement journal or write 3 reflections (500 words each) discussing specific issues or developments that have interested you from the placement. Please note that each journal requires substantial thought and reflection and will need to be completed during or soon after your placement.

### Part C: Professional development activities

- Reflections on your professional development activities. This section may comprise individual reflections (X 350 word reflections) or a single extended reflection (1000 words). You should include three of the following in your set of reflections:
  - Professional development seminars, meetings, workshops or training you have attended ✓
  - INN634 workshops and/or classes from other units that have had a special impact on you ✓
  - Social media related networking, eg use of Twitter, LinkedIn or other formats you may have become interested in ✓
  - Reading scholarly literature
  - Contributions to the profession, eg submitting an article to Incite
  - Your portfolio development
  - Other



The opportunity style and the nature of the professional quality resource	Self-reflection and judgement. The resource is reflective, coherent, focused, and varied. It shows professional style and depth. It is a high level resource.	Professional evidence of patient reading errors.	Writing. Writing errors are not present.	Ability to meaningfully undertake the process of self-evaluation or planning for ongoing learning and development. Thought and insight, usually reflected in minimum writing or documentation.
<p><b>REFLECTIVE DISCUSSION</b></p> <ul style="list-style-type: none"> <li>-critically review personal work</li> <li>-critically review the quality of general practice work</li> <li>-critically review the quality of the work completed</li> <li>-discuss the personal learning and development</li> </ul>	<p>Confidently evaluates the strengths and weaknesses of own work. Offers insight in terms of general practice work during the course. Identifies specific areas of knowledge and skills to be developed. Presents a clear pathway for ongoing learning and development. Reflection achieves a high level of depth.</p>	<p>Comments generally on the quality of own work. Recognises the overall learning and development about further learning and development. Some evidence of depth and insight.</p>	<p>Begin to recognise own strengths and weaknesses, but lacks confidence in reflecting on own learning and quality of work. No pathways or options considered for further learning and development. Reflection of depth often recommended used in guidelines.</p>	<p>Ability to meaningfully undertake the process of self-evaluation or planning for ongoing learning and development. Thought and insight, usually reflected in minimum writing or documentation.</p>

COMMENTS: