

Developing a Model Virtual Internship Program: The SJSU/SLIS Experience

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About SLIS

- 2 degrees: MLIS and MARA
- 100% online
- Approximately 2,200 students
- Accreditation:
 - Western Association of Schools & Colleges (MLIS and MARA)
 - American Library Association (MLIS)

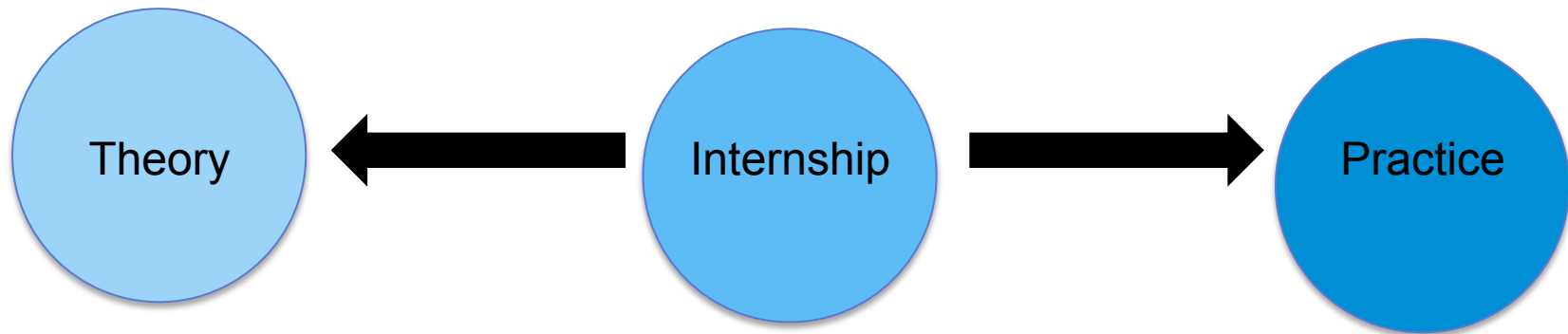


SLIS Career Pathways

1. Academic Librarianship – The Information and Learning Commons
2. Digital Services
3. [Emerging Technologies](#)
4. Information Intermediation and Instruction
5. Information Organization, Description, Analysis, and Retrieval
6. Leadership and Management
7. Management, Digitization, and Preservation of [Cultural Heritage and Records](#) (Archival Studies and Records Management)
8. Public Librarianship – A Community Hub for Learning and Literacy
9. Special Librarianship
10. Teacher Librarianship
11. [Web Programming and Information Architecture](#)
12. Youth Librarianship



Bridging the Gap



Virtual Internships Emerge

Prior to the 2010-2011 academic year, students participated in place-based internship experiences only.

Virtual internship opportunities began to appear in fall 2010. A survey was conducted in the summer of 2011, with 211 useable submissions (virtual interns=17 or 8%).

Based on the results, virtual interns were required to register for a special section of the LIBR 294 course in spring 2012. This practice is continuing.

A second survey was conducted in August 2012, with 171 useable submissions (of 261 possible) for a 65.5% response rate. That data is referred to in this presentation (virtual interns=32 or 20.5%).



Career Pathways

Courses

- Intensives
- Class Schedules
- Core Competencies
- Descriptions
- LIBR 203: Social Networking Course
- Rotations
- Syllabi
- Internships
 - LIBR 294 - Professional Experience: Internships
 - Virtual Internships
 - SLIS Internship Listings Database
 - Guidelines
 - Internship Learning Outcomes

- LIBR 298: Special Studies
- 289 e-Portfolio
- Thesis
- WISE

Textbooks

Advising

Registration and Enrollment

Technology Support

Scholarships and Awards

Graduation

Student Resources

New Student Blog

INTERNSHIPS

Our school's MLIS and MARA graduate students have the option to complete an internship, where they can gain valuable, real-world experience and course credit. Internships are available to MLIS students in good academic standing who have completed LIBR 200, LIBR 202, LIBR 203, LIBR 204, and at least 3 elective courses. MARA internships are available to MARA students who have completed MARA 200, 204, and seven advanced MARA courses. As interns gain new knowledge, explore career options, and expand their professional connections, they also participate in a two-way exchange of knowledge with their site supervisors and other employees at their host institution. Internship supervisors collaborate with our faculty to provide rich, structured field learning experiences for our students in a variety of professional settings.

Fast Facts about our School's Internships:

- > Internships can be unpaid or paid
- > Interns typically work between 90 and 180 hours per semester
- > Internships can be completed on-site, online, or through a combination of both approaches
- > Our students can choose from more than 225 [internship opportunities](#) each semester, and the number keeps growing

Learn More about our School's Internship Programs:

- > Internship opportunities for [MLIS students](#)
- > Internship opportunities for [MARA students](#)
- > Information for [internship supervisors](#) and future supervisors
- > Stories about [students](#) who have completed internships

Learn More about our School's Virtual Internships:

- > Information about [virtual internships](#)

“The internship (LIBR 294) was extremely valuable. It helped me gain experience in a public library and led to my first job in this type of library! -- Spring 2012 Graduate”

Internship Database

SEARCH

Drop-down menus select only one choice at a time. When reviewing search results, use the save listing button to create a list to print or email.

Institution Name:

— OR —

Location:

Library Type: <http://slisapps.sjsu.edu/libr294/index.php>

Semester:

Task Type:

Work to be done:

Pay Status:

Keyword(s)
in Job Title, Job Description, Qualifications:

[Browse Inactive Listings](#)

Potential site supervisors enter internship opportunities in the SLIS Internship database.

RECENTLY POSTED INTERNSHIP SITES		
Organization	Location	Posted
Mountain View Public Library	Mountain View, CA	01/09/2013
Lori Lindberg, Archivist	San Francisco, CA	01/07/2013
U.S. Fish and Wildlife Service, Pacific Reefs NWRC	Honolulu, HI	01/02/2013
San Mateo County Library (See listing for branch)	San Mateo, CA	01/02/2013
Helen Crocker Russell Library of Horticulture	San Francisco, CA	01/02/2013
Mountain View Public Library	Mountain View, CA	12/24/2012
San Mateo County Library (See listing for branch)	San Mateo, CA	12/21/2012
San Mateo County Library (See listing for branch)	San Mateo, CA	12/21/2012
San Mateo County Library (See listing for branch)	San Mateo, CA	12/21/2012
San Mateo County Library (See listing for branch)	San Mateo, CA	12/21/2012

Internship Database Search Return

STATE OF WISCONSIN PUBLIC RECORDS BOARD (PRB)

(Updated: 11/14/2012)

Select Listing

TYPE OF LIBRARY: Other

WEBSITE: publicrecordsboard.wi.gov/

LOCATION: 4622 University Ave. Room 10-A, Madison, WI 53705

JOB TITLE: Records Management Intern

JOB DESCRIPTION: Develop website records management guidance for state agencies and local units of government. Research website records management best practices including ARMA International, National Archives and Records Administration (NARA), etc. Work with core team of Records Resource Management Committee of the State of Wisconsin Public Records Board (PRB) to develop VISIO diagrams and word documents for approval by the PRB to recommend records management best practices for managing website records including management of non-records, records born digital, and assuring proper records controls. Goal would be to have Web Records Management Guidance written, reviewed by stakeholders and approved by the PRB by the end of the internship.

TASK TYPE: Non-archival

WORK TO BE DONE: Virtual

QUALIFICATIONS: Strong interest in records management in a government setting. Written communications skills and Microsoft Visio and Word skills.

SEMESTER(S): Spring 2013

HOURS: Begin in January and finish in May, 2013. Hours will be worked out with student but with sufficient time for training, meeting with core team, and reviewing requirements.

PAID/UNPAID: Unpaid

APPLICATION DEADLINE: December 10th but can be flexible depending on the number of students applying. Goal - intern starts beginning of the semester.

APPLICATION PROCESS: Please provide a letter of interest and resume to the Site Supervisor/Institutional contact above by the deadline.

CONTACT: Sandra Broady-Rudd, Chair, Records Resource Management Committee, PRB

PHONE 1: 608-429-2368

PHONE 2: 608-617-0048

E-MAIL: sandra.e.broady-rudd@wellsfargo.com

Students search for virtual internship listings for a specific semester and apply following the instructions provided by the site.



Quick Facts

- Virtual internships can be paid or unpaid.
- Virtual interns work between 90 and 180 hours per semester to earn 2 to 4 units of course credit.
- Virtual internships can be offered in any semester: fall, spring, or summer.
- Virtual internship opportunities can be based across the globe in a variety of organizations.
- Virtual interns are required to participate in an online course.



LIBR 294/MARA 294 Course

- **D2L**

The student is required to access materials posted to the D2L course site and participate in online discussions of topics related to the internship experience. Monthly status reports are required.

- **Web Conferences**

Five web conferences are scheduled throughout the semester. The schedule is set at the start of the term to accommodate students and faculty. The student must attend 2 live, unless other arrangements are made with the internship supervisor in advance of the final 2 web conferences. All sessions are recorded.

- **Blog**

The student is required to maintain a web log (blog) of their internship activities. Hours worked and tasks completed must be included, along with reflections on the experience itself. The student must invite the instructor to the blog, and may or may not decide to invite other students. Instructions are provided in D2L.

Spring 2013 syllabus at: <http://slisapps.sjsu.edu/gss/ajax/showSheet.php?id=5197>



LIBR 294/MARA 294 Course

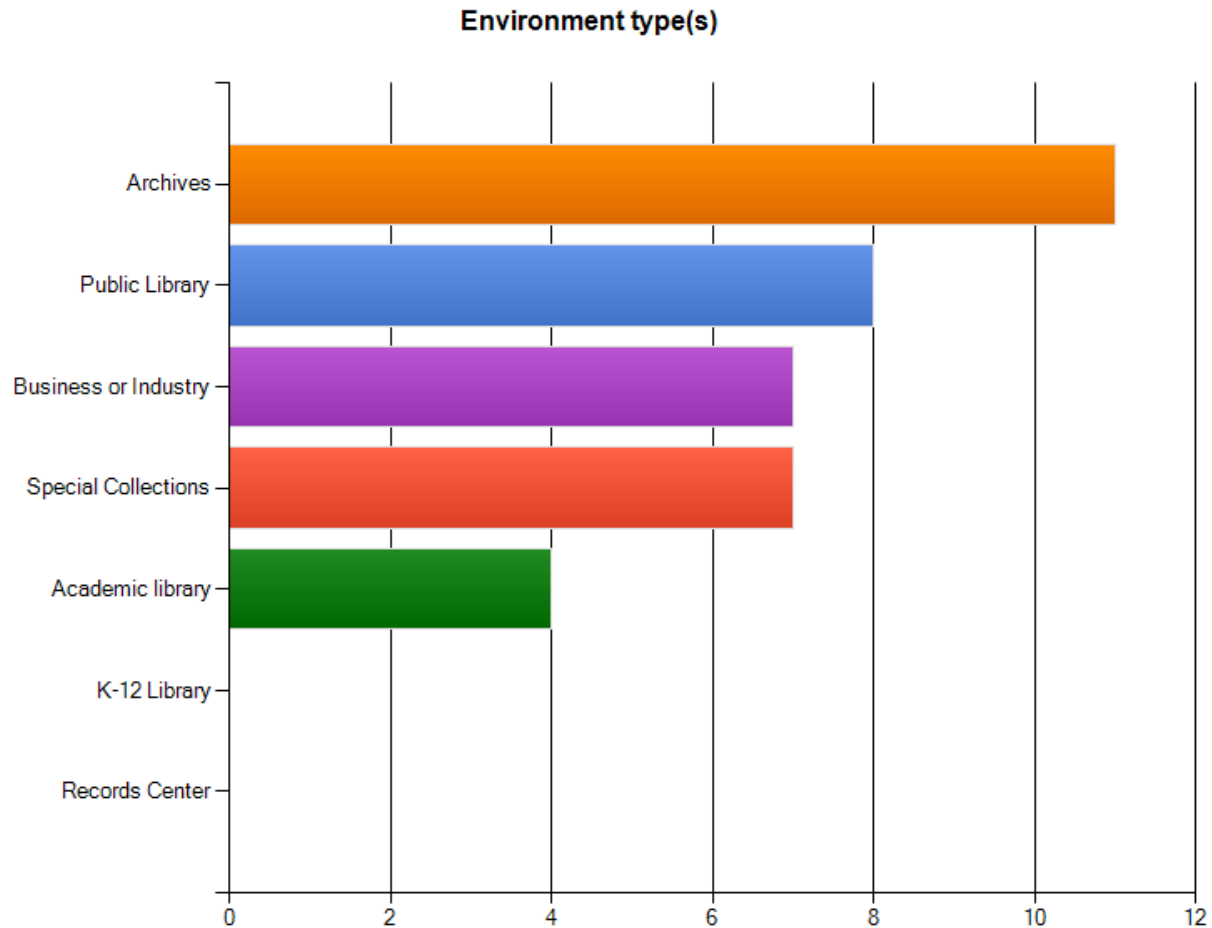
- **Deliverable Products for Course Completion**

The student is required to submit the following :

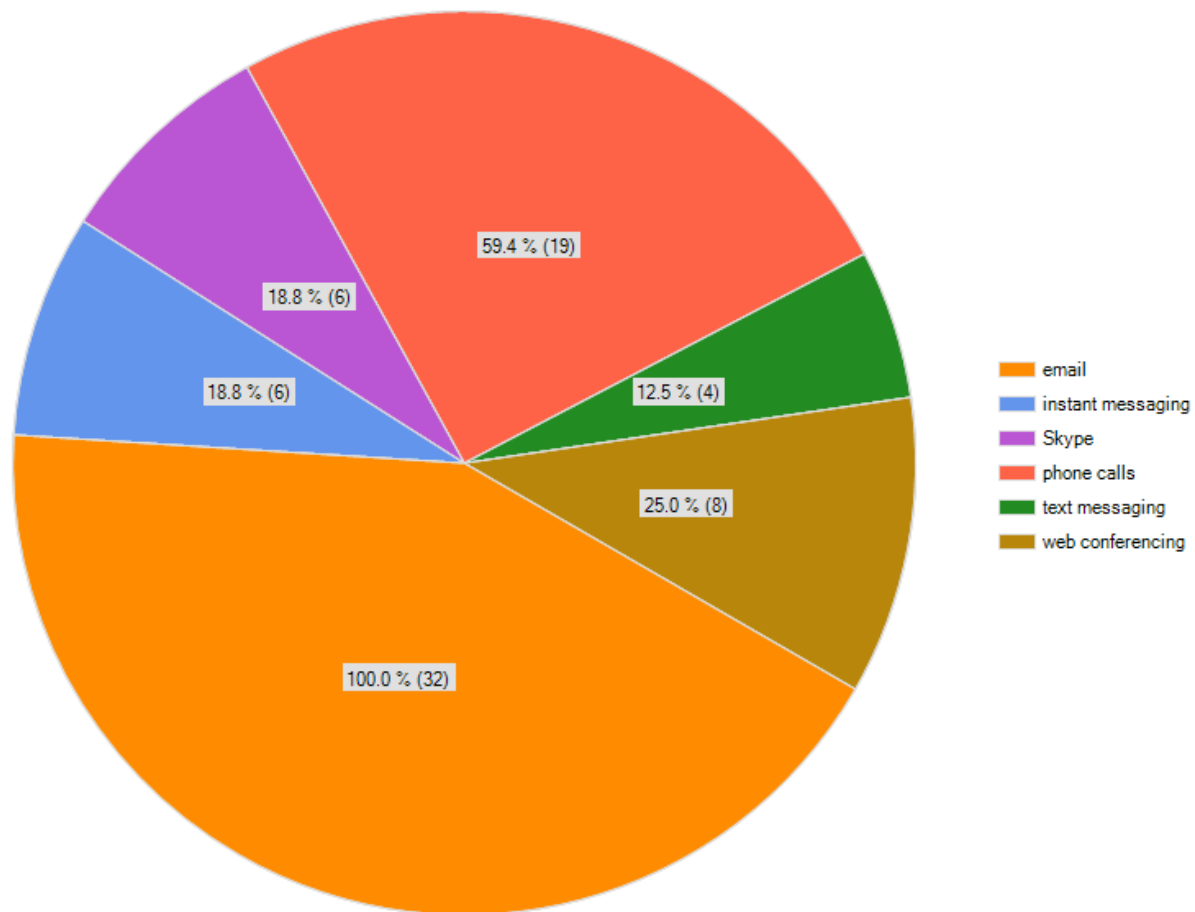
- **Internship Report:** Based upon the learning outcomes identified for the internship, the student prepares a report discussing how those outcomes were (or were not) accomplished and include additional information requested. Details are provided in D2L.
 - **Site Evaluation Form:** This allows the student to provide feedback on their site's effectiveness in hosting SLIS internship students, and recommend the continuance or discontinuance of that site.
-
- **Additional Requirements:** The student may be required to submit supplemental materials such as written reports, bibliographies or reading lists, portfolios or samples of professional work to demonstrate achievement of their learning outcomes
-
- **Site Supervisor Evaluation Form for Student:** Although it is the site supervisor's responsibility to complete the online evaluation form of the student, the student is ultimately responsible to make sure the site supervisor does submit the evaluation.



Internship Site Environment - virtual



Method of Communication



Work Conducted Virtually

- Cataloguing (including video clips and private records) – [7 total]
- Research – [5 total]
- EAD conversion – [4 total]
- Social Media (2 specific to Facebook and Twitter) – [3 total]
- Web content selection, content curation – [2 total]
- Developing digital learning objects [2 total]
- Created libguides
- Records program assessment
- Wrote books discussions for young adult novels
- Adding metadata
- Edited Credo's online topic pages.
- Indexing for findability
- Surveyed a large collection, created inventory
- Redesign of summer reading program websites for 2012



Benefits to Virtual Interns

- Removes the necessity of living in a specific geographic location or making a long commute to the site.
- Fits into the busiest of schedules.
- Offers the opportunity to gain practical work experience in their chosen field.
- Offers the opportunity to enhance professional skills.
- Provides the opportunity to build or expand their professional network.
- ***Develops the ability to work “virtually,” a skill that is relevant in today’s work environment.***



Benefits to the Organization

- Access to a large applicant pool of qualified interns.
- Hire interns when needed (1 or more each semester).
- Save space and equipment (workspace, equipment, and/or supplies).
- Harness innovative ideas.
- Revive important projects.
- ***Contribute to the education of new professionals.***



<http://slisweb.sjsu.edu/current-students/courses/internships/virtual-internships>

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 - LIBR 294 - Professional Experience: Internships
 - [Virtual Internships](#)
 - Is a Virtual Internship right for you?
 - Virtual Internship Frequently Asked Questions
 - Site Supervisors
 - Student Experiences
 - Tips for Success
 - Stay Connected - Virtual Work Environment
 - Video Presentations
 - Virtual Internship Blog
 - SLIS Internship Listings Database
 - Guidelines
 - Internship Learning Outcomes
- LIBR 298: Special Studies
- 289 e-Portfolio
- Thesis
- WISE

Textbooks

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Technology Support

Scholarships and Awards

VIRTUAL INTERNSHIPS

Graduate students in the School of Library and Information Science at San José State University complete their master's degrees remotely. The skills they develop to be successful in their studies transfer seamlessly to virtual work environments. As part of our School's Professional Experience Internship Program, MLIS and MARA students can choose to gain valuable, real-world work experience and course credit by completing a virtual internship.

What is a Virtual Internship?

A virtual internship is an agreement between a student and an internship site that provides students with on-the-job training experience in a professional setting in exchange for their services. Both the student and the site benefit from this mutual agreement. All work is conducted over the internet using information and communication technologies.

Why Virtual Internships?

Virtual internships are flexible because they do not rely on a traditional in-person office set-up. Communication does not need to happen face-to-face but can occur via email, instant messaging, and other technologies. Projects no longer have to be literally handed in when files can be shared online. This allows students to work from anywhere, be it home or a coffee shop, at their own convenience without having to worry about travel requirements.

Who Should Apply for a Virtual Internship?

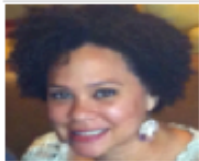
Virtual internships are not for everyone! The flexibility provided by virtual internships necessitates that students possess the ability to work independently. Self-starters who do not



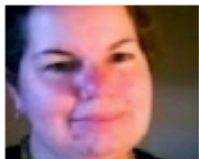
[Read Article \(PDF\)](#)

My internship has been a highly positive experience from start to finish, and I am truly grateful. -- SLIS Virtual Intern

VIRTUAL INTERNSHIP STUDENT EXPERIENCES



Virtual Intern **Madeline Pena** brought her years of design and television production experience to the San Francisco Public Library in Spring 2012 and helped launch their new YouTube channel. [Read about Madeline's virtual internship experience.](#)



Karen Scott attended a virtual internship site supervisor panel presentation during Fall 2011 and was hooked on the idea of completing a virtual internship at the San Francisco Public Library. Although her experiences were varied, she is most proud of her research that resulted in a recommendation for a digital resources policy for SFPL. [Read about Karen's virtual internship experience.](#)



Jan Oliver, electronic services virtual intern at the Marin County Free Library, used her computer skills to update the library's summer reading program, revamp social media tutorials for staff, and help the library migrate content to their new intranet site. [Read about Jan's virtual internship experience.](#)



Virtual Intern **Anjali Gulati** provides reference services to students in Dubai while living in India, thanks to her virtual internship. The experience allowed her to develop new skills in technology and international librarianship. [Read about Anjali's virtual internship experience.](#)



Virtual Intern **Laura Warren** explores information instruction and online collaboration in two very different virtual internship environments. [Read about Laura's virtual internship experiences.](#)



Virtual Intern **Tanya Koukeyan** uses social media tools to promote library services during her virtual internship at the Yuba College Library. [Read about Tanya's virtual internship experience.](#)




Virtual Intern **Frank Djeng** gains valuable professional and technical experience in website design and maintenance, thanks to his virtual internship at the Oakland Public Library. [Read about Frank's virtual internship experience.](#)




COMMUNITY PROFILES

Student and Virtual Intern Madeline Pena Helps Launch New YouTube Channel for the San Francisco Public Library



After years of creative experience in the fields of marketing, graphic design, and television production in the Dominican Republic, student Madeline Pena applied her talent stateside at the San Francisco Public Library (SFPL) during a Spring 2012 virtual internship. As their Social Media Strategy Intern, Pena helped rebrand and launch the [SFPL YouTube channel](#) .

Pena took an active approach to bridging the distance in her virtual internship, participating in weekly telephone meetings with her site supervisor. She also attended team meetings via conference call, appreciating the opportunity to work with professionals who took her recommendations seriously. “The library did not have a ‘Connect with Us’ social media tab on its website,” Pena said. “I sent my site supervisor some examples of other libraries using this feature, and a few days later a new ‘[Connect with Us](#)’  link was added to the library’s homepage.”

Reflections of RM Virtual Intern & Site Supervisor



“This internship was an interesting and positive endeavor. At the outset I was unsure what could be gained during such an experience and was pleasantly surprised with the results the opportunity offered.”

~Ember Krumwied, MARA Student

EXCEPTIONAL OUTCOME: Objective 3 - Offer support to the organization and the ERIM program through participating in records management and / or records operation meetings, researching solutions to records inquiries, and exploring solutions to the incorporation of records from acquisitions as may arise.

STRENGTHS: Ember was exceptionally driven, organized and thoughtful in her approach to the deliverables. She came through with great insights that will enable us to help take the program to the next level. We were all very impressed with her degree of professionalism and consistency in completing her deliverables. All in all, it was an exceptionally positive experience for us.

Source: Quotes taken from final reports of Virtual Intern and Site Supervisor participating in Spring 2012 Pilot Program.



Site Supervisor Panel Presentations

Welcome to Oddball

news



Oddball Film+Video is a unique stock footage company specializing in offbeat footage. We have an amazing collection of rare, entertaining, eclectic and eye-opening subjects, as well as classic archival, historical and contemporary clips to support your project. Our images have been used in feature films, broadcast television, music video, industrials and multimedia projects across the globe.



[Company](#) || [Archive](#) || [Search](#) || [Resources](#) || [Contact](#)

HOME

Information Literacy Tools & Services

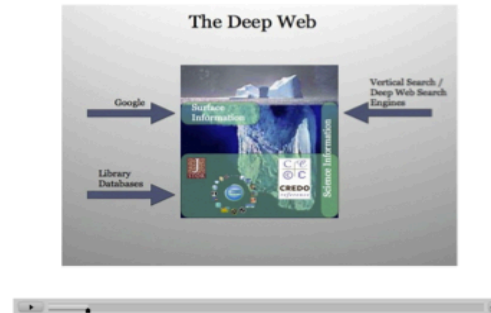
DISCOVERY

EDUCATION & ASSESSMENT

CLASSROOM INTEGRATION

LIBRARY PROMOTION

- Interns also have a chance to participate in the educational process, crafting videos and tutorials that teach students about various aspects of information literacy.



"Searching the Deep Web"
Created for the American University of Paris

NDOT Research Library Internship Qualifications

- Organized
- Independent Worker
- Goal-Oriented
- Self-Directed
- Strong Writing Skills
- Strong Communication Skills
- Ability to meet at least twice a month via Collaborate or NDOT's Secure Meeting
- Same technical requirements as the SLIS program.

Apply!

- Letter of interest
- Resume
- 2 References
- Interview via Skype



Contact: tina.peterson@sjsu.edu

Student recommendations

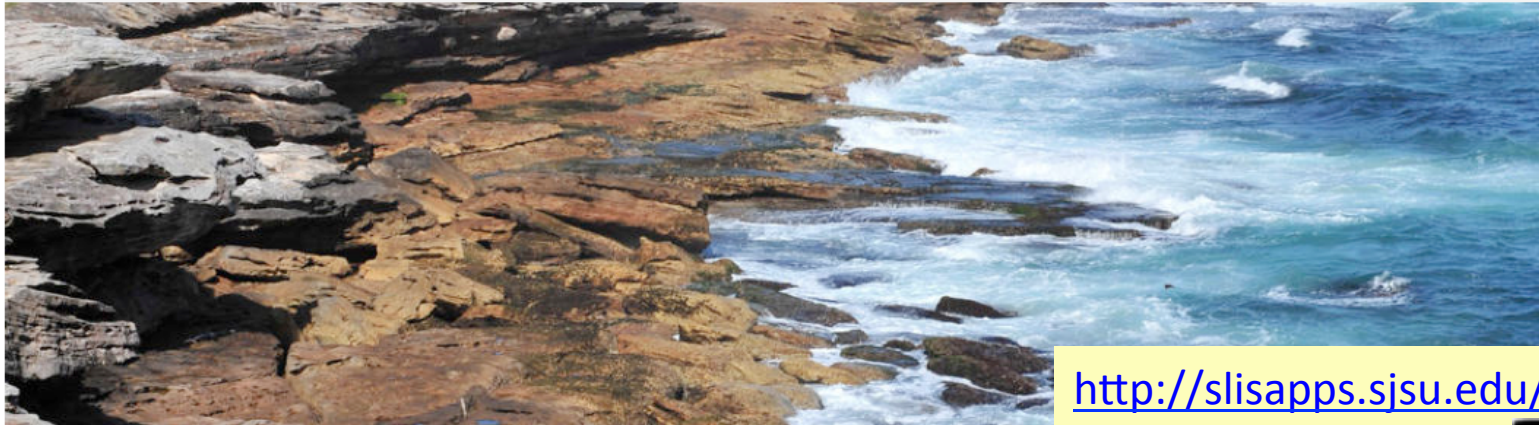
1. Provide ***more materials/documentations highlighting the pluses*** of virtual internships.
2. I think my main recommendation would be to ***discuss communication methods and needs with the site supervisor and the importance of clear instructions prior to the start of the internship***. Although communication was OK for me by the end of the internship I definitely had some confusion over the initial instructions.
3. ***See if prior semester interns would be willing to communicate with next semesters' interns*** to provide a mini-orientation to provide better idea of what to expect.



Results of Recommendations

1. Virtual Internship Blog - established fall 2012
2. Site Supervisor Packet – sent to spring 2013 virtual internship site supervisors
3. Spotlight on Virtual Internship Experience - will launch spring 2013





[ABOUT](#) [EDITOR](#) [SUBMISSION GUIDELINES](#)

<http://slisapps.sjsu.edu/blogs/wp/virtual-internship/>

Orientation for Spring 2013 Interns

08. October 2012 · [Write a comment](#) · Categories: [SLIS News](#), [Spring 2013](#) · Tags: [Orientation](#)

[Dr. Bill Fisher](#) and [Lori Lindberg](#) will host two orientation sessions on Collaborate for SLIS students considering virtual or on-site internships for the Spring 2013 semester. Both sessions will last approximately 90 minutes, including Q&A time. [Dr. Pat Franks](#) will be present at the first orientation session to answer specific questions about virtual internship experiences.

Orientation Session 1 — **Tuesday, October 23rd at 6:00pm** (Pacific time)

Orientation Session 2 — **Saturday, November 3rd at 11:00am** (Pacific time)

To attend, please click [here](#). The room title is **FALL2012 FISHER**.

Students who cannot attend will be able to watch recordings of the sessions once they are posted.

Site Review: Atherton and Brisbane Libraries

05. October 2012 · [Write a comment](#) · Categories: [Interns](#), [Public Library](#), [Site Review](#), [Student Experiences](#), [Virtual Internships](#) · Tags: [Anthony Andora](#), [Atherton](#), [Blogging](#), [Brisbane](#), [Carine Risley](#), [Creative Writing](#), [San Mateo County Library](#), [Social Media](#)

by **Anthony Andora**

In Spring 2012 I completed a 3-unit virtual internship with San Mateo County Library's (SMCL) [Atherton](#) and [Brisbane](#) branches located in Northern California. As Creative Writing Web Intern, my responsibilities included: contributing regularly to both libraries' Facebook and Twitter accounts; writing original content for SMCL's three blogs; and supporting my site supervisor, branch manager Carine Risley, as directed.

January 2013

M	T	W	T	F	S	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
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« Dec



Anthony Andora
Editor

TAGS

Anthony Andora Atherton Blogging Brisbane career path Carine Risley **challenges** Chicago Public Library Christopher Zeidel clarification **communication** Creative Writing **Credo** criticism Dropbox **Fall 2012** flexibility goals Google Drive ICT information literacy Introduction Jessica Creighton Jing King Library Marlena Barber motivation Navajo County Library District **Oddball Film & Video** **Orientation** professionalism **quotations** UK 2012



Hosting a Virtual Intern: Tips for Success

SLIS Virtual Internship Site Supervisor Checklist

This checklist was developed from the tips provided in the first section of this document, *Hosting a Virtual Intern: Tips for Success*. Use is optional, of course.

Before the Internship Begins		
Task	Description	Completed
Plan the Internship Program and Advertise the Position	Determine the need. Write the position description. Post on the SLIS database.	
Conduct the Interview	Interview more than one student. Set clear expectations; determine their access to the technology needed to communicate.	
Hold an Orientation	Students appreciate knowing more about the organization, the department/unit for which they work, and the role they will play.	
Maintain a Consistent Schedule	Internships run from the first day of the term through the last. Students perform best when they can contribute an average number of hours each week.	
Be Available	If possible, communicate at least once with the intern after offering them the position but before their first day of work.	
Provide Tutorials When Necessary	Imagine how you might train a permanent employee for the work to be completed. Then use a similar approach with the virtual intern (tutorials, software manuals, etc.).	
Help your Intern Prepare	Is there something the intern should brush up on to get off to a better start? For example, EAD coding, ability to create a Lib Guide, familiarity with Google Apps.	



During the Internship		
Task	Description	Completed
Assess Communication Compatibility and Adjust if Necessary	This is best addressed during the interview. But as you begin to work with your intern, you may need to adjust. For example, you may find that your intern understands the written word more easily than verbal instructions. If so and you are able, that may be interacting via e-mail as opposed to the phone or Skype.	
Establish Cultural Understanding	You may need to lead differently if working with an intern from a different country; for example, establishing definite roles and responsibilities (including your own) as opposed to serving as a facilitator.	
Keep in mind student course requirements	Students must complete 135 hours during the term and master 3 <u>student learning</u> outcomes to pass the course.	
Provide Clear, Complete Instructions	Instructions include a description of the project and expected outcome, as well as information on software to be used, file formats to be submitted, etc.	
Provide Consistent Feedback	Weekly feedback on work conducted to date and directions for work to be completed the following week help keep the internship project on track.	
Have a Contingency Plan	Small tasks or a research project could be decided upon at the start of the term so that students can work on them during slow periods or if you can't meet with them as planned.	
Take Advantage of Virtual Communication*	Consider more than one method of communication. For example, IM for quick messages, web conferences to substitute for face-to-face meetings, Skype to avoid telephone costs.	
Keep in touch with the SLIS Virtual Internship Supervisor	You will be contacted at least 3 times during the term by the SLIS faculty supervisor. But feel free to send an email if you have comments, questions, or need assistance. Email is the fastest method – patricia.franks@sjsu.edu . We can make an appointment to arrange a web conference or phone call.	



After the Internship		
Task	Description	Completed
Evaluate your Virtual Intern (Required)	Complete the online Student Evaluation Form by the last day of the term, May 13, 2013.	
Complete a brief site survey (Optional)	The link will be sent toward the end of the term and the feedback will be used to improve the program.	
Participate in a Virtual Site Supervisor Panel Presentation (Optional)	If you would like to explain your virtual internship opportunity to future virtual interns, express your interest to patricia.franks@sjsu.edu	

*If you would like to engage in one or more virtual conferences with your intern but do not have the technology, ask your virtual intern to arrange for a virtual session for your meetings using the SLIS web conferencing platform, Blackboard Collaborate. They can do this by contacting Dr. Pat Franks at patricia.franks@sjsu.edu

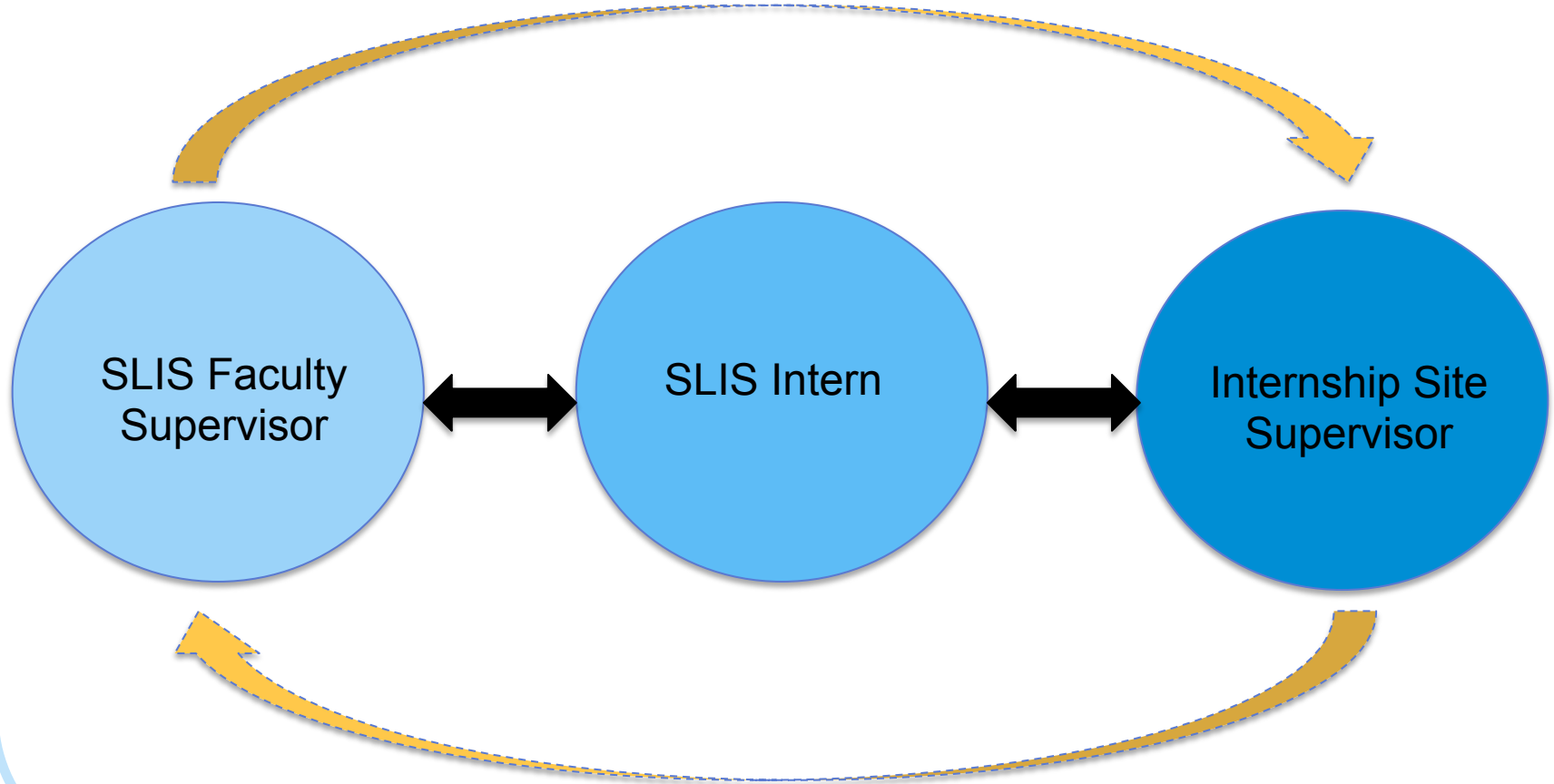
Tina Katz, John Shawler & Credo Reference

SLIS - Success Story - Tina Katz

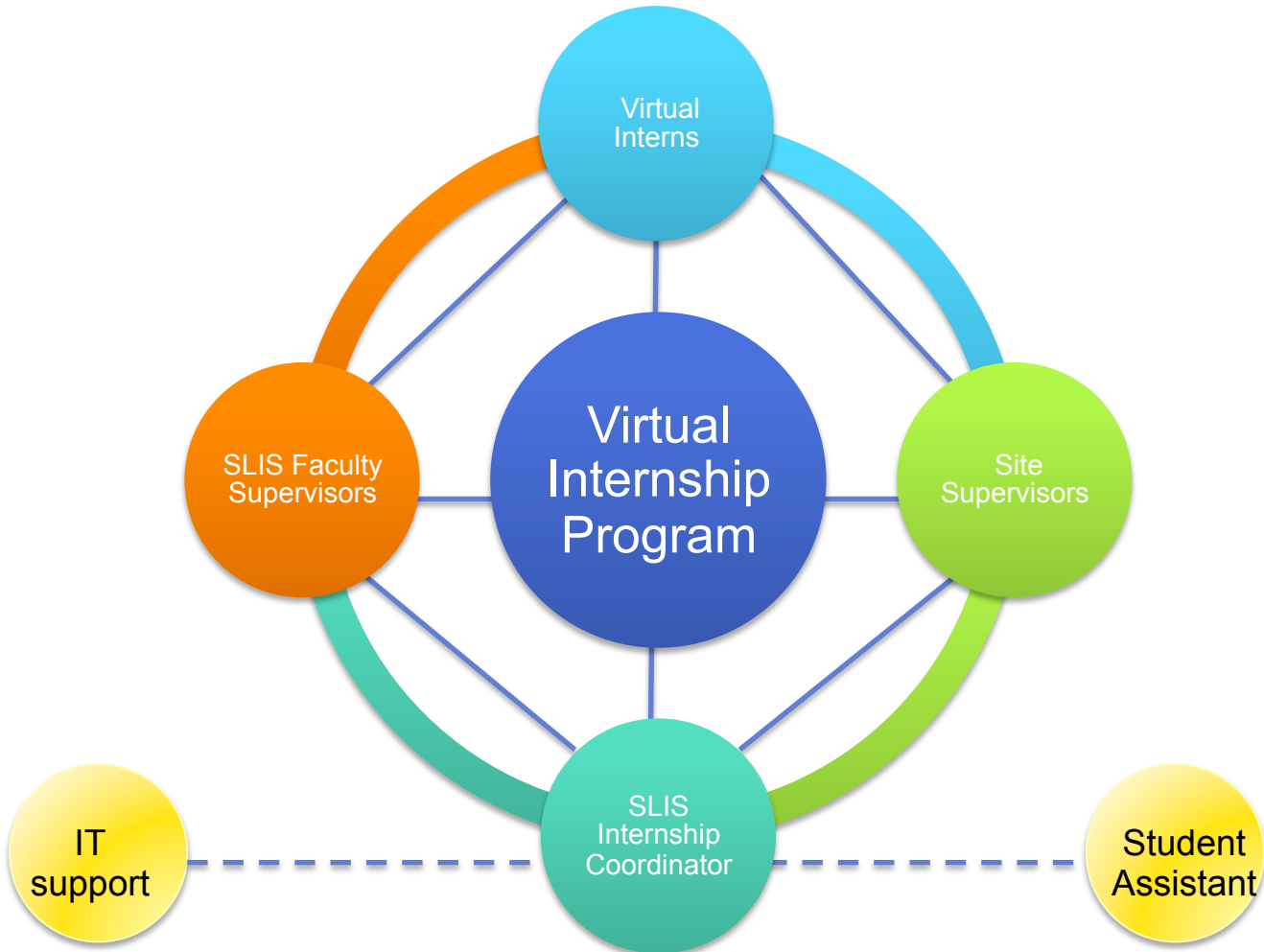


A work in progress

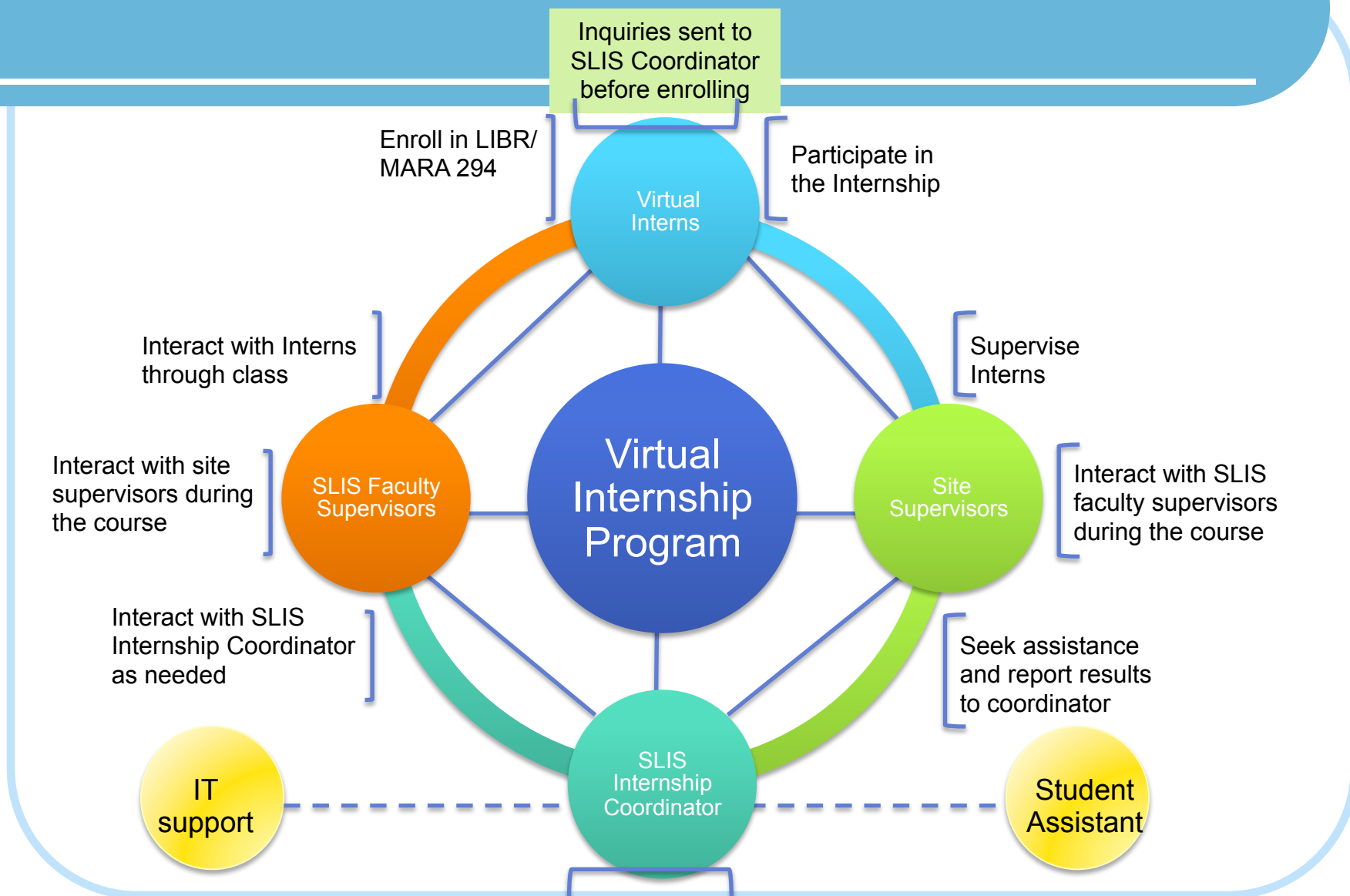
Virtual Internship Model – Student View



Virtual Internship Model – Roles



Virtual Internship Model – Program View



Virtual Internships: *Elements of Success*

- ***Students*** prepared to work virtually
- Internship ***site supervisors*** comfortable working virtually
- Appropriate ***site placements*** that add value to the student experience



Thank you!

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Internship site:

<http://slisweb.sjsu.edu/current-students/courses/internships>

Virtual Internship site:

<http://slisweb.sjsu.edu/current-students/courses/internships/virtual-internships>

Virtual Internship Blog site:

<http://slisapps.sjsu.edu/blogs/wp/virtual-internship/>

