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Content Submission

GKR Workshop
Cooperative Curation: Inter-institutional Approaches to Supporting Scholarly Communication
August 8 – 9, 2012 – Atlanta, GA
Outline

• Content
  • Internships
  • Content Approval Process
  • GKR Metadata Guidelines

• Virtual Internships
  • Requirements
  • Intern Selection Criteria
  • Intern Training & Procedures
  • Challenges
  • Discussions
Internships

Goal:
- a relatively short-term, professionally supervised work experience offered as part of the school’s curriculum and taken during the academic sequence [of course work] (Coleman, 1989, p.22).

- Experience the professional world
- Observe variety of role models
- Put theory and academic rigor into practice
Internship Participation

• Summer 2011 – 7 interns
  • Sites:
    • Albany State University,
    • College of Coastal Georgia,
    • Georgia Health Sciences University

• Summer 2012 – 6 interns
  • Sites:
    • Albany State University,
    • College of Coastal Georgia,
    • Georgia Southern University
    • Georgia Tech
    • University of Georgia
    • Valdosta State University
GKR Metadata Guidelines

- Originally developed in August 2005
- Revised in March 2010
- Dublin Core based
  - 19 Mandatory (if applicable) fields
  - 74 fields in total
  - Includes institution-specific fields
  - Mandatory fields vary by collection type
GKR Virtual Internships

• Position Summary:
The VSU MLIS student interns work with the GKR partner site to assist submitting content and metadata.

• The student interns work remotely.

• Requirements for GRK interns
  • 120 Work Hours
  • Work Agreement
  • Work Log
  • Internship Reflection Paper
Intern Selection Criteria

• Prospective interns must be able to work independently, communicate well, access to internet, and have a willingness to learn.

• Background Knowledge

• Summer 2011 – 7 interns
  • Sites:
    • Albany State University,
    • College of Coastal Georgia,
    • Georgia Health Sciences University

• Summer 2012 – 6 interns
  • Sites:
    • Albany State University,
    • College of Coastal Georgia,
    • Georgia Southern University
    • Georgia Tech
    • University of Georgia
    • Valdosta State University
Intern Training Process and Procedures

• Real-time virtual training
  • The institutional repositories (GKR)
  • Dublin Core
  • GALILEO Knowledge Repository metadata guidelines
  • Examine metadata at the GKR site

• Practice: content submission on the training site

• Orientation session with the site supervisor and GKR project manager (Marlee Givens)
Student Internship Reflection

- **Positive**
- “I liked the **flexibility** of setting my own schedule and working at my own pace”
- “I do feel that I gained valuable experience by working **independently**.”
- “Overall, my experience of the GKR training and placement was very good. The **knowledge** I gained with Dublin Core, Open Access repositories, submissions of various documents, and copyright research will add **skills** that will be a great asset to me in a future job placement.”
- Theses skills were all introduced through course work, but the opportunity to **implement them in a real world context increased my overall understanding.”**
- “I feel like I enjoyed a well-rounded experience with this internship and I was grateful for the opportunity to **try new things**. “
- “I was very impressed with Marlee Givens (GKR manager). She was absolutely wonderful about **sharing her knowledge and responding to questions**.”
Negative

• “The work is **tedious** at times.”
• “I did find the **lack of provided work** somewhat frustrating during my internship.”
• “It would be **difficult to get in touch** with my site supervisor.”
Challenges and Lessons Learned

• “The most significant challenge of the internship was time management.”

• “Not having interns present in the facility requires the site supervisor to structure the workload in an organized, intuitive manner.”
  • “It would have been nice to have worked with a site that had some clearer goals and guidelines for their project.”

• Communication gap between the site supervisor and the intern
  • “It would be difficult to get in touch with my site supervisor.”
  • “Clear communication over email was important.”
  • Insufficient feedback of the supervisor

• Insufficient work assignments

• Lack of metadata quality evaluation
Kim Mears

• What was my expectation from this internship?

• What did I find most challenging about this internship?

• What did I learn from this internship?

• What impact did this internship have on my career direction?
Discussion Topics

• What are the expectations from student interns?
• Have you ever worked with a virtual intern?
• What is the biggest challenge in hiring an intern?
• What types of work or projects at your institutions may be applicable to virtual internships?
• How does virtual internship experience compare to traditional in-person internship?
• What kinds of changes may be needed at your institution to accommodate virtual interns?