

Student Name

Reflection

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Student Learning Outcomes (SLOs)

1. Identify and analyze information needs and opportunities of individuals and organizations.
2. Demonstrate critical thinking by integrating relevant models, theories, research and practices.
3. Demonstrate management, interpersonal and organizational skills.
4. Demonstrate leadership and advocacy skills.

I began the MLIS program at St. Catherine University in Fall 2013. While I had first started to consider librarianship as a career several years before, I took time to work as a paraprofessional in a public library before returning to school. I've found that working in the field at the same time as I pursue my degree has greatly enriched both my work life and my understanding of concepts and ideas discussed in the MLIS program.

Library science brings together my passion for social justice and community with my love for finding information. The core values of librarianship, along with the work I saw libraries of all kinds performing in the communities they serve, are what initially drew me to the profession. My time at St. Catherine University has only strengthened my interest in engaging in issues such as the digital inclusion, outreach, and access to information. I have collected a few artifacts from my time in the program to highlight what I have learned along the way, including the ways each artifact corresponds to the Student Learning Outcomes.

Ignite Presentation - Creative Commons

My first artifact is my [Creative Commons presentation](#) from Introduction to Library and Information Science (LIS 7010). The presentation format was very restricted (20 slides shown for 20 seconds each), so I had to develop a deep understanding of the topic by distilling the concepts down to their most important points, which I then had to communicate clearly and succinctly for my audiences within the confines of the presentation style (SLO 5). This project also required me to develop familiarity with ongoing conversations about licensing, access, and use of informational and creative materials (SLO 7). Finally, through this presentation, I prepared to promote universal access to information along with modeling ethical use of Creative Commons materials (SLO 8).

Final Catalog Records and Reflection

The next artifact I've included is my [two complete catalog records and reflection](#) on the cataloging process that I created in Organization of Knowledge (LIS 7030). I worked on these two items throughout the semester, doing both the descriptive and subject cataloging using standards in AACR2 for one record and RDA for another. The process of cataloging helped me understand how tricky it is to apply standards while never forgetting the perspective and needs of the users. The project really deepened my knowledge of how library catalogs function as well as the fundamentals of organizing information for retrieval and use (SLO 7).

Community Supported Agriculture LibGuide

I created a LibGuide called [Community-Supported Agriculture \(CSA\) Survival Guide - Twin Cities Edition](#) for Information Access Services (LIS 7040). I designed this digital pathfinder for a public library audience in the Twin Cities Metro region in response to growing interest in local and organic foods. The guide is designed for library patrons who are new to Community-Supported Agriculture, where an individual or family buys a small share in a local farm and receives regular boxes of produce from the farm in return. Thinking about what questions would be most important to these individuals, I selected the best resources (print and digital) for choosing a CSA, identifying and learning about the produce they receive, and using or preserving their fruits and vegetables (SLO 1). I also included information on things people should consider when choosing a CSA, to empower patrons to find the farm and information that best meets their needs (SLO 10). Finally, working with LibGuides allowed me to expand my information technology fluency, by figuring out how to use the features and restraints of

5. Communicate knowledge from library and information studies and related disciplines.

6. Demonstrate information technology fluency.

7. Demonstrate understanding of the selection, acquisition, licensing, organization, preservation, retrieval, and use of recorded knowledge and information resources.

8. Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information.

9. Demonstrate awareness of diverse groups and how to serve them effectively.

10. Teach others to identify, analyze, organize, and use information.

11. Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology.

12. Participate in ongoing

LibGuides to communicate the information more clearly (SLO 6).

Research Proposal: Flipping Book Covers

This [research proposal on gendered book covers](#) was both a challenge and exciting to put together. As a cumulative project for Research Methods (LIS7050), my partner and I used critical thinking and integrated relevant theories and prior research (SLO 2) to develop a research proposal to investigate a popular young adult author's ongoing project to demonstrate how gendered book covers as well as the author's gender affect how a book is perceived and judged.

Citation Puzzle Lesson Plan

Before beginning my MLIS, I planned on taking Information Literacy Instruction (LIS 7640). I believe that librarianship is very much a teaching profession and I wanted to become a more effective teacher and learn a little bit about educational theory. This is a lesson plan I developed for a class I taught at the end of the semester to my classmates. Since I was teaching my peers, I got feedback from the class as well as had the challenge/opportunity to watch a recording of myself teaching.

In preparing this [lesson plan on citing sources](#), I had to identify the information needs of my hypothetical class (SLO 1) as well as consider potential diversity in the class and create a lesson plan flexible to meet multiple needs and learning styles (SLO 9). Additionally, I communicated key ideas from Library Science (SLO 5), specifically the reason, ethics, and steps involved in citing sources, and taught the class to organize and use information (SLO 10).

Selection from Usability and Accessibility Redesign Report

During Introduction to Library and Information Science, we had a guest speaker talk about web accessibility. This topic caught my interest, as an aspect of information access and diversity that I had not considered before. As a result, I made room in my schedule for Internet Fundamentals and Design (LIS 7530) and Web Accessibility and Usability (LIS 7970).

During the semester I took Web Accessibility and Usability (LIS 7970), we conducted usability tests and accessibility tests (focusing on older adults) on two library websites--Hennepin County Library and St. Catherine University Library. We combined our results and developed extensive redesign recommendations to make the library websites more usable for all patrons, but particularly older adults (a rapidly growing population in the United States). The final paper was very long, so I pulled out the [redesign suggestions for Hennepin County Library](#) (although the [complete redesign paper](#) is also available).

This project demonstrates my ability to promote and model professional values such as universal access to information (SLO 8) and awareness of diverse groups, such as those with a disability, and how to improve library services to these groups (SLO 9). This project also demonstrates my information technology skills (SLO 6). The website testing and redesign pushed me to better understand how websites are constructed, and explore how new technologies both improve and set up barriers to access to information and communication. I also learned concrete techniques to test website usability and accessibility. Finally, this class helped develop my philosophy of service, that connects historical values and ethics of the profession to new technologies and library services (SLO 11).

Connectivism and Makerspaces

One of my final classes focused on making and the maker movement in libraries, particularly in connection with STEM education. In order to ground the ideas of makerspaces with learning, we selected and applied a teaching or learning model to makerspaces. I decided to examine [library makerspaces through the lens of connectivism](#). In this paper, I explain the key concepts of [connectivism](#), explore how they've been applied to libraries so far (mainly in information literacy instruction), and then develop best practices for makerspaces based on this theory. This project used my critical thinking skills to integrate relevant theories with libraries (SLO 2) as well as broadened by ability to teach others to analyze and use information in a non-traditional space (SLO 10).

Poster - MLIS Summit with Courtney Young

In addition to my coursework, I've been intentionally active in student groups as well as in the LIS profession through my full-time work as a paraprofessional at the University of Minnesota Libraries. I attended multiple conferences, from the Minnesota Library Association conference and the Library Technology Conference to the American Library Association Annual Conference as a Student-to-Staff representative of St. Catherine University MLIS. I've also presented at the

professional development.

MLA Annual Conference and at ARLD Day. As a student leader of the ALA student chapter, I've helped increase average meeting attendance from 5 to 13. I also took a leadership role in coordinating a panel of recent alumni in non-traditional positions as well as in bringing the ALA president, Courtney Young, to campus.

My co-curricular and networking activities have been a very enriching part of my education. To represent this part of my studies, I've added my final artifact--a [promotional poster for the 2015 MLIS Summit with Courtney Young](#). This demonstrates interpersonal and organizational skills (SLO 3), leadership and advocacy skills (SLO 4), and participation in ongoing professional development (SLO 12).

Conclusion

During my time at St. Catherine University, I have developed a better understanding of the values, ethics, and theories that create the foundation of the profession, along with developed skills in reference, technology, and teaching that have prepared me to become an LIS professional. Some of my most significant experiences have been developing my comfort with information technology, planning a lesson from scratch and then evaluating a recording of myself, and connecting with professionals in the field through various activities, such as attending ALA Annual through the Student-to-Staff program, leading a small panel of student to plan a panel of recent alumni, and presenting at a conference for the first time. These understandings, skills, and experiences will serve me well as I pursue the next stages in my career: a position in a public library or small academic library that focuses on some combination of instruction, programming, technology, and outreach.