# Controlled Vocabulary for School Librarianship

## Project Overview

This project demonstrates the design of a controlled vocabulary to support MLIS students training as school librarians. The goal was to improve metadata quality, consistency, and discoverability of resources across K–12 contexts.

## Process

Key steps in the process included:

• Extracted key concepts from scholarly sources and practice-based readings.

• Normalized terms, consolidated duplicates, and defined preferred labels.

• Wrote scope notes to ensure clarity and proper usage of terms.

• Established hierarchical relationships (BT/NT/RT).

• Packaged terms in a professional table for portfolio presentation.

## Impact

The final controlled vocabulary provided improved consistency across records, a reusable framework for indexing school library resources, and evidence of applied skills in taxonomy design, metadata management, and information architecture.

## Sample Vocabulary Table

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| --- | --- | --- | --- |
| Preferred Term | Synonyms / Variants | Scope Note | Relationships (BT/NT/RT) |
| Taxonomy | Classification system | Controlled classification system for organizing school library resources. | BT: Knowledge organization; RT: Metadata |
| Information-seeking behaviors | ELIS; Information behaviors | User patterns in locating and using information, particularly in youth and educational contexts. | BT: User behavior; NT: Everyday life information-seeking |
| Library services | School library services | Programs, resources, and assistance provided by school librarians to support learning communities. | BT: Library operations; RT: Information literacy |
| Metadata | Descriptive data | Structured information that describes, explains, or enables retrieval of resources. | BT: Knowledge representation; RT: Cataloging |
| Usability | Ease of use | Measure of how effectively users can navigate and interact with a library website or system. | BT: User experience; RT: Website design |