

**Directed Fieldwork Learning Outcomes Agreement**

* *The student and DFW host site supervisor/mentor should collaboratively complete the “DFW Learning Outcomes Agreement” (LOA) during the first week of fieldwork (or earlier) and submit it to the DFW Faculty Coordinator by the due date reflected on the LIS 590 course website.*
* *The LOA should clearly define (a) what the student wants to learn (the learning outcomes), (b) what tasks or projects the student will be performing in order to meet those outcomes, and (c) what the student will have to show as “evidence” of having completed the learning outcomes (e.g., reference log, cataloging records, web pages, database designs, etc.). The Learning Outcomes Agreement guides the entire fieldwork experience much like a syllabus outlines and guides a college course.*
* *The LOA should also reflect the iSchool’s commitment to diversity, social justice, and equity. Indicate in your learning outcomes how what you will be doing ties in with these important issues.*

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| **Student Name: Connor Franklin Rey** |
| **Student Email: crey@uw.edu** |
| **Student Telephone: 619-201-7749** |
| **Host Site Institution: Institute for Health Metrics and Evaluation** |
| **Supervisor/Mentor Name: Lyla Medeiros** |
| **Supervisor/Mentor Mailing Address** *(include city, state, and zip)***:**  3980 15th Ave. NE, Seattle WA 98195 |
| **Supervisor/Mentor Email: lylam@uw.edu** |
| **Number of LIS 590 Credits Registered for: 2** |
| **Fieldwork Start Date: June 20th, 2023** |
| **Fieldwork Approximate End Date: August 19th, 2023** |

**Using the chart below, please indicate the following:**

* **Learning Outcomes:** List and describe (in as much detail as possible) three to five primary learning outcomes for the fieldwork experience.
* **Project/Task Description:** Describe the fieldwork projects or tasks (in as much detail as possible) that relate to each learning objective.
* **Evidence/Criteria for Evaluation:** For each learning objective, describe how student performance will be evaluated in terms of evidence (e.g. observation, product, report) and criteria (e.g. quality, number of hours).
* **iSchool Values:** Indicate as appropriate (i.e. either in outcomes, tasks, or evidence/criteria) how the work reflects the iSchool’s commitment to promoting diversity, social justice, and equity.

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|  | **Learning Outcomes** | **Project/Task Description** | **Evidence/Criteria for Evaluation** |
| 1 | Increase knowledge and skills in preservation and collection management. | Select and order new bindings for damaged data sources. | Documentation on binding selection and process; purchase orders; inventory of rebound books; Weekly reflections. |
| 2 | Aid in curating a multilingual data library.  This objective reflects the iSchool’s values of diversity, social justice, and equity. | Obtain translations of books that are in non-latin script languages (minus Chinese Language books); posit methods for translation. | Inventory sheet and documentation about potential translation strategies; plan to coordinate with translators and evidence of correspondence; obtained translations; Weekly reflections. |
| 3 | Build collaborative skills in a team project. | Coordinate with DFW team members on processing and tranlations of rebound books. | Documented workflow for project coordination; Weekly reflections. |
| 4 | Increase awareness about potential career in data curation. | Attend data library services team meetings; meet with Lyla, Elizabeth, and other team member to learn about their work. | Weekly reflections. |
| 5 | Learn about the design of library spaces to aid in the access of resources. | Back up project if time allows: Create signage to aid in navigation of IHME Lending Library. | Drafts and final signage. Photos of implemented signs. |