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.*

Student Name: Corey Anne Cherrington
Student Email: cherri93@uw.edu
Student Telephone: 435-229-8302
Host Site Institution: Celtic Arts Foundation
Supervisor/Mentor Name: Elena Bianco
Supervisor/Mentor Mailing Address *(include city, state, and zip)***:** Click or tap here to enter text.
Supervisor/Mentor Email: elenabianco727@gmail.com
Number of LIS 590 Credits Registered for: 3.0
Fieldwork Start Date: 09/15/2021
Fieldwork Approximate End Date: 12/17/2021

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.

	Learning Outcomes	Project/Task Description	Evidence/Criteria for Evaluation
1	The student will gain knowledge and experience in applying best practices in archiving digital and physical assets for a non-profit organization.	Assess, take inventory, and determine the level of digitization of the Robert Burns Dinner and Highland Games events.	A spreadsheet with the full inventory of both collections' digital and physical assets available to pass on to CAF as a resource after the student's DFW is completed. Additionally, the student will fill in gaps in the collection by digitizing assets only in physical format and by printing unprinted records for CAF's back-end organizational records.
2	The student will learn how to create metadata and classification systems for management of images in CAF's collection.	A schema will be created based on what types of materials CAF has in their collection. The schema will be workshopped to evaluate its applicability to CAF long-term.	A metadata schema for CAF's archival collections.
3	The student will learn how to prioritize collection accessibility in practice.	Once assets have been inventoried, the student will evaluate which collection materials should go on a public-facing platform (e.g. a digital exhibition online). The student will also pay close attention to web accessibility principles (see: https://www.w3.org/WAI/fundamentals/accessibility-intro/) while completing assigned tasks. This entails evaluating publishable content for a wide variety of audiences and focusing on accessibility when making future recommendations to CAF.	A list of recommendations for publishable items will be created and then handed off to CAF for future use. Additionally, the student will begin identifying software for management and web discovery of the collection (including appropriateness of the existing AssetTiger DAM system). These will also be included in a list of recommendations for CAF's future use.
4	The student will learn how to structure a digital archive in a way that is conducive to accessible collections for stakeholders, including future archivist and library volunteers for CAF, as well as members of CAF's local community.	Following the guidance of the supervisor, the student will construct an archiving system that can be used intuitively by others in the future. The archive created should be adaptable to future archivists/librarians' contributions and should adhere to LIS	The student will dedicate a total of 150 hours throughout Autumn quarter 2021 to this project. Hours will be recorded each time the student volunteers and will be sent to the student's supervisor on Sundays. Additionally, posted to the student's repository will be a

		standards, while prioritizing the unique needs of the organization.	weekly reflection for each week that work is completed for the organization.
5	The student will gain experience using a Digital Asset Management software for the CAF's book collection/library.	Assist with cataloging physical books in the local asset management system, AssetTiger.	The student will describe assets cataloged in AssetTiger to improve accessibility of the book collection for members of CAF.