

ePortfolio Requirements for Students Admitted to the Master's Program May 2007-December 2018

Overview

The electronic portfolio (ePortfolio) reflections demonstrate professional, academic, and personal progress toward a Master's Degree in Library and Information Science. Each of four required reflections should be 1200 to 1500 words in length and include several artifacts with the exception of the professional reflection, which might not have appropriate artifacts to include.

As library and information professionals, students will need to be skilled at assessing their own learning and identifying additional things they need to know. As students progress through the program, the faculty expects that students will move from dependence on faculty assessment of their achievements to a realistic self-assessment of achievement. The ePortfolio reflections are the tools and opportunities for students to monitor their own learning and augment it as needed.

The reflections are part of the assessment of a student within the School of Information. They are initially private between the student and the evaluator(s). The evaluators will judge whether each reflection is satisfactory or not, and they will be marked either "acceptable" or "in need of revision." The evaluators provide both positive and negative feedback so that the student can revise the reflection as necessary.

Upon graduation many students choose to make selected reflections and artifacts part of their professional portfolio along with their resume and other evidence of acquired knowledge and skills.

Reflections

Reflections are detailed narratives in which students self-evaluate and consider their learning.

The School of Information Master's Degree in Library and Information Science focuses on 10 competencies (see Appendix A). Self-reflections are an analytical tool organized around these 10 competencies. They help students provide an overview of what the students have learned. They give evidence of a clear understanding of various topics, issues, challenges, and procedures in Library and Information Science. Self-reflections also give insights into decision-making and examples of how information learned in courses would apply to information specialists. The reflections illustrate the development of competencies at various stages in the degree program. Reflections describe how coursework, professional development activities, internships, and other learning experiences prepare students for a career as a librarian or information specialist. Through reflections, students demonstrate their intellectual development and their understanding and knowledge of subject content.

Reflections and Artifacts

Within the infrastructure used for the ePortfolio, most reflections should have artifacts, and reflections may also link within their bodies to other documents, images, spreadsheets, *etc.* The artifacts document the learning described in the reflection. For example, in a reflection, a student may discuss how a particular paper that the student wrote for a course gave him or her special insight, in which case it would be natural either to attach that paper or to link to it.

Artifacts might be written papers, PowerPoint presentations, images, bibliographies, links to web pages, etc. Students do not create artifacts explicitly for the ePortfolio. Instead, the artifacts are produced as a part of students' other course-related experiences (*e.g.*, coursework, presentations). When the students begin to self-assess, a necessary part of this assessment will be to reflect upon these previously-created artifacts.

ePortfolio Requirements

Students admitted to the School of Information's master's program in May 2007 or later are required to create four reflections: the 504 reflection, the mid-program reflection, the professional reflection, and the final reflection. These mark milestone points in the students' progress through the program. Each reflection should be at least 1,200 to 1,500 words in length and include several artifacts with the exception of the professional reflection, which might not have appropriate artifacts to include.

Types of Reflections

504 class reflection:

This reflection indicates the deep learning that has occurred during the foundations class. It is not a summary of what has been learned but a narrative that demonstrates the depth of understanding of the content presented during the course. The self-reflection presents students' personal views of topics covered in the course and discusses how and why these views were developed. It gives insights into students' personal learning through the course content. It should be tied to the appropriate competencies. Typical artifacts for this reflection might include the issue paper, the final exam essay, the study questions assignment, a link to the website, the interview, or the student's section of the group presentation if/as applicable (assignments may vary by semester and instructor). Each artifact needs to be tied into the learning described in the reflection, and the learning described needs to be tied directly to whichever School of Information competency statements are applicable.

Mid-program reflection:

The mid-program reflection will occur when a student has completed half the coursework. This reflection should be substantive, describing each course the student has taken and ways the coursework has begun to shape the student's understanding of library and information science at the midpoint of the degree. The mid-program reflection should also describe how the coursework has contributed to progress toward specific competencies. The reflection must include a

summation that provides an overview of major goals accomplished so far and that looks forward to what still needs to be achieved in the second half of the program. Typical artifacts for this would be research papers, course reflections or journals, pathfinders or other research guides, databases, or other course related assignments. Each artifact needs to be tied into the learning described in the reflection, and the learning described needs to be tied directly to whichever School of Information competency statements are applicable. Only courses taken for the fulfillment of the master's degree requirements are to be reviewed.

Professional reflection:

This reflection indicates the learning that has occurred during a professional development activity:

- Conference attendance or experience (AzLA or other professional association).
- Experience through a webinar, podcast, or TED talk.
- DigIn and Archives certificate courses taken for credit within the certificate program only – not those used for master's credit.
- Appropriate coursework in other departments at UA or elsewhere.

Any learning experience taken for School of Information course credit, such as an internship, practicum, or volunteer work completed as service learning, may *not* be used for the professional reflection.

This reflection is not a summary or mere description of the activity, but a narrative that demonstrates the depth of the student's understanding of the significance and value of the activity. While no artifacts are required, if a student has created a poster session or other conference presentation material, it would be a valuable inclusion. This reflection should be tied to the School of Information competency statements that are applicable.

Final reflection:

The final self-reflection is a comprehensive, well-organized and clearly-written essay about the student's learning experiences at the School of Information. The student will be in the final semester of coursework in library and information science. Therefore, the essay should consist of an in-depth discussion about her or his learning experiences, challenges, and understanding of the field. This reflection should be a clear indication of the student's preparation as a professional. Final reflections should also document that the student meets the entire list of program competencies. This does not mean that the student must review the courses discussed in the Mid-Program reflection. Typical artifacts for this reflection are similar to those used for the mid-program reflection. Each artifact needs to be tied into the learning described in the reflection, and the learning described needs to be tied directly to whichever School of Information competency statements are applicable.

Students will not be certified as having completed graduation requirements until all requirements, including the successful completion of the portfolio, are met.

Review and Approval

After students have completed or revised a reflection and posted it, they should email cherylknott@email.arizona.edu to let her know a reflection is ready for evaluation. If the reflection meets requirements (*i.e.* length, content, artifacts, competencies), Cheryl will add a comment indicating approval. If the reflection needs revision, Cheryl will add a comment detailing the revisions needed. Students are responsible for checking their ePortfolios to see whether reflections have been approved or if additional work is needed. Additional work should be completed in a timely fashion, usually within fourteen days of the request for revision. The time frame may be shorter for the final reflection in order to ensure timely graduation. After the final reflection is approved, a School of Information full-time faculty member will review the entire ePortfolio to see that it meets the School of Information graduation requirements.

Appendix A – Competencies

The School of Information has identified the competencies that students should have gained through their master's degree program. These competencies will allow graduates to begin successful careers in libraries and information centers, and it is these competencies that student portfolios are expected to demonstrate and document.

A. Foundational Understandings and Abilities

A1) Students will demonstrate understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

A2) Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

A3) Students will demonstrate understanding of the use of information and communication technologies including social aspects of information in providing information resources and services in libraries and other information environments.

B. Disciplinary Knowledge and its Application

B4) Students will demonstrate knowledge of the principles of organization and representation of knowledge and their application to library and information collections and services in their areas of career interest.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.

B6) Students will demonstrate knowledge of the management of information resources, services and organizations and apply this knowledge to their areas of career interest.

B7) Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

C. Ethics and Values in Library and Information Science

C8) Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

C9) Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

C10) Students will demonstrate the ability to recognize and analyze ethical issues and dilemmas in library and information settings and propose reasoned courses of action.