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Reflection 3.2

**3.2 Access to information**

Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

**Artifacts**

1. [ISTC 789 Science Fair Portal Page](https://gmsmedia.wikispaces.hcpss.org/Science%2BFair%2BResources)

 2. [ISTC 601 Capstone Facilities Design Project](file:///E%3A%5CISTC601_Facilities%20Design%20Project.docx)

 3. [ISTC 651 Slam Dunk Key Assignment](../../Fall%202013/ISTC%20651/ISTC651_KeyAssignment_SlamDunk_tracyr.pptx)

**Relevance**

 Students have to be able to access the resources and services that the school library provides, no matter their physical, social, or intellectual barriers. Therefore, a school library media specialist has to be able to accommodate all learners, to ensure that *every* student has the same opportunity to learn and use the library.

 When I created my science fair portal page for my 7th graders, I had to filter through the resources and include the ones I thought were the best suited for them. I provided them with print resources, as well as digital resources, so that they could access them both physically from the library and virtually through the internet. The online databases had features that any learner could benefit from, for example enlarging the text size, listening to the text, changing the content of the text to their Lexile level, and more. I made sure to highlight these features to students, in-class and through the screencast I made, so they would know where to find these features and how to use them to their advantage. Students loved the fact that they could access this information from home, and that they could watch the screencasts as a reinforcement of what they learned about in class. Providing students with access to information all in one place is a great way to provide support for all students. All of the students had internet access from home, but I also wanted to make sure that students could use print materials that could be found in the school library, if they wanted to access information that way. Students really liked the organization and the resources that this portal page provided, therefore I will make similar pathfinders, like this in my future as well, and adapt as necessary to meet the needs of my future students.

 For my ISTC 601 course, I was able to create a mock library, from scratch, with my classmates. We had to take many aspects of a library into consideration during the designing stage of our project. For example, we had to design the library so it adhered to ADA requirements, so that students with wheelchairs could fit through the shelves, or provide appropriate signage, like braille, for students who are blind. Since money was no object, we also included technology tools that would help students of all levels. For example a touch screen work station, which is like a bigger-than-life-iPad, for students with visual impairments, low motor skills, or English Language Learners, as well as an engagement/motivation tool for everyone. After this project, I learned about so many legal and ethical considerations that have to be included into the physical aspects of a library. In my future, whether I get to design a new library, renovate an old one, or make small changes to existing libraries, I will remember all of these aspects, and apply them to my own space, so that *every* student can access *all* ofthe services and information that I will provide to them.

 I was able to create a Slam Dunk for my coursework in ISTC 651. A Slam Dunk is research tool to provide students with a step-by-step method to conduct their research effectively. I based my Slam Dunk around the Howard County Social Studies Curriculum and other standards, for students to answer an essential research question. In order for students to answer the question, I provided them with a way to easily access resources for *any* learner and their individual needs. For example, I was able to collect resources on famous Maryland individuals and label each resource as basic or challenging, so that students could determine their own needs and use the resources that were best for them. I also provided students with a way to access World Book Student, so they could conduct their own independent research if they did not want to use the resources I provided to them. Additionally, I gave them access to various web 2.0 tools, in order to present and express the knowledge they gained from their research in way that appealed to their strengths. I will use this kind of research tool in my future as a media specialist, because it takes students through the process of researching, and allows for me to provide them access to numerous resources that *any* student can use. I could use the “bones” of this activity, and apply it to any research topic and make changes to the resources or tools I provide, in order to accommodate the learners in my class or to help support a classroom teachers’ instruction.