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Self-reflection Report

I started this ELU project with the aim of creating a valuable service that could really help librarians like those with whom I had come into contact through my work at the Banned Books Museum. The concept was quite simple: that I would recruit students at my level with the specific skills that I was lacking in educational pedagogy, international relations, and communications.

Only after receiving applications did I learn that every student who applied would be part of our team, regardless of their appropriateness for the project, which was challenging given the wide range of levels and subjects that the applicants represented. As far as I can tell, there was no structure in place to bring my project to the attention of specifically those students in those departments that I wanted to recruit from. This put me in a position of having no control over my own project, which undermined the possibility of delivering on the initial promises that I had made not only to the University, but to my own board members within the museum and our international partners in Romania.

It was not my expectation to have to teach first year Bachelor's students how to write reports, or respond to partner emails within 24 hours, or schedule Zoom meetings with each other to cooperate on tasks. As best as I could I have modeled professional etiquette and practices for them, and walked them through the management and delivery of an international project. I believe that they will reflect on this project as a valuable experience, giving them a point of reference when undertaking future projects with real-world outcomes, and that they are now better equipped with skills in collecting data, reporting, and analysing outcomes. I am proud of having contributed to their development, and if this is the primary outcome from the Banned Books Seminar then I am personally satisfied.

Of course to the outside observer, including our Romanian partners, these troubles are largely invisible. The project was delivered almost exactly according to the timelines projected for each team at the start of the semester, and the key target outcome of actually doing a Banned Books Seminar in a foreign country was achieved with great success, as described in the *Project Supervisor's Report*.

The key aspect of the project that could have been done better was our in-team communication. As noted by several of the team members, there was a slowdown in communication after the mid-term presentation, as a result of extreme demands on my schedule and mental bandwidth from both inside and outside of the University curriculum. This produced an unfortunate situation where some of the team members did not understand how their work was contributing toward the project as a whole, and despite my efforts to explain retrospectively how all their tasks did combine into the complete deliverable service that can now be expanded in the future, I get the impression that they are still unconvinced that their efforts really mattered. My hope is that by seeing how we use their work doing forward, for example by trying to sell our service to the clients identified by our Research Team, by deploying our refined Co-Creation Team methodology in advance of delivering those services, and by adapting our prototype Seminar Team structure to those new situations, the students will see the long-term results of their work which is not obvious at this stage.

My hope is that, by continuing to apply this test-and-refine method, we can further develop the Banned Books Seminar as a service that can benefit those librarians that we have identified as most in-need. Given the positive verbal feedback from our partners, there is every reason to think that this project has planted the seeds of future success.