

LIBRARY ASSIGNMENT FACULTY CHECK LIST

Ask yourself these questions:

1. What do I want students to accomplish as a result of this exercise?

Understand and use one or more specific research sources_____

Find supporting facts in books or journal articles_____

Read descriptions, definitions, supplementary information_____

Evaluate and compare information from magazines, journals, Internet, etc._____

Critically analyze information from a variety of resources _____

Compare and contrast viewpoints_____

Use and evaluate new technology_____

Recognize and use the library as a resource_____

2. How will I structure the exercise? _____

3. Is this exercise meaningful, pertinent, or relevant? _____

Have I told my students how it relates to course content?

Have I shown how it will benefit them?

4. Do the students have the necessary skills to succeed?

Have I assessed student library experiences by asking them:

Have you ever been in the library? _____

Do you know what WebLUI S is? _____

Do you know how to find a book? _____

Do you know how to use an index or database to find journal article? _____

5. Am I reaching as many learning styles as possible?

Are there opportunities for feeling, watching, thinking, doing? _____

Are there visual, auditory, and kinesthetic cues? _____

Can the assignment be done in a group or alone? _____

6. Is the assignment feasible? _____

Have I verified that the library still owns the resources I plan to use? ____yes ____no

Are there enough copies for an entire class to use effectively? ____yes ____no

Do I need to make arrangements for limited tools to be " On Reserve" or available electronically? _____

Have I provided enough variety in both topics and sources? _____

LIBRARY ASSIGNMENT

Lesson Planning Worksheet

Lesson Component	Planned Activity (Exercise, handout ,etc)
<p>Purpose</p> <p>What do I want students to accomplish as a result of this exercise?</p> <p>Put information in context Tell expected results of lesson</p>	
<p>Motivation</p> <p>Is this exercise meaningful, pertinent, or relevant?</p> <p>Set the hook / Get their attention Make it emotionally stimulating</p>	
<p>Instructional Process</p> <p>Do the students have the necessary skills to succeed?</p> <p>Activate prior knowledge Assess skills</p> <p>How will I structure the exercise?</p> <p>Input Modeling/demonstration Student activities and practice</p> <p>Is the assignment feasible? Test the assignment</p> <p>Am I reaching as many learning styles as possible? Check for understanding</p>	
<p>Closure</p> <p>Help students apply new learning Discuss (grade?) the assignment, questions & outstanding issues</p>	

Library Assignment

Brainstorming Exercise

List ideas or activities to use IF THE GOAL IS TO:

Understand and use one or more specific research sources_____

Find supporting facts in books or journal articles_____

Read descriptions, definitions, supplementary information_____

Evaluate and compare information from magazines, journals, Internet, etc._____

Critically analyze information from a variety of resources _____

Compare and contrast viewpoints_____

Use and evaluate new technology_____

Recognize and use the library as a resource_____