

Go Where and Do What???

Creating Effective Library Assignments

Abstract: What seems like simple library research to the instructor frequently frustrates inexperienced students. Learn about common problems and ways to avoid them. Bring drafts of your syllabus and the library assignments you're planning. Be prepared to give and receive suggestions for improvements.

Prior to attending this session:

Read through the attached pre-workshop handouts. Think about what you would like to accomplish as a result of the session. Prepare drafts of your syllabus and proposed library assignments.

During this session:

Discuss why assignments are more effective when they are:

- Relevant
- Reasonable
- Recent

Examine samples of library assignments, including discipline-specific questions. Identify common problems that may frustrate inexperienced students.

Exchange drafts of your proposed library assignments and provide constructive feedback to each other. If you haven't prepared a draft prior to the session, choose one of the sample assignments during the session and jot down some notes about how you'd like to modify it for your specific course.

After this session:

Review the final version of your library assignments with a librarian. Schedule a formal library instruction session for your students in your syllabus.

Pre-workshop handouts:

Please make notes for yourself as you read through these handouts prior to attending the session. We will not rehash the information contained on these handouts, but we will ask you to make use of this information during discussion and feedback.

Library Assignment: Faculty Check List - Ask Yourself These Questions /
Library Assignment: Brainstorming Exercise

Library Assignment: Lesson Planning Worksheet

UCF Library: Student Instruction Survey

Library Assignment: DOs and DON'Ts /
Ideas for an Effective Library Assignment