Getting More Out of Library Essentials

Below are some suggestions that will enable students to get more value out of their Library Essentials instruction sessions.

1. **Sessions should correspond to a specific research assignment or project; students should have topics chosen or narrowed to the point that they are ready to do hands-on research.**

   When the information is relevant to students' immediate needs and concerns, they are more likely to recall and be able to use the resources and strategies taught. Students should be made aware of the requirements of the assignment and should choose at very least a preliminary research topic *before* their library session.

2. **Schedule sessions a week or so in advance of the assignment**.

   The best time to schedule a Library Essentials session is just as students are starting work on the project that requires the use of Library resources.

3. **To ensure that the sessions meets the needs of the course, please provide the librarian with the research assignment related to the library session.**

4. **English 100 instructors should be present for the duration of the session.**

   Instructors should be on hand to answer questions about the research assignment. They should interact with students throughout the room and answer questions about the research assignment and talk with them about the information they are finding as well as how to use and integrate that in their papers. Librarians can lead students to available resources and teach them how to use them, but cannot advise students on whether or not their chosen research topic is acceptable or meets course requirements.

5. **English 100 instructors should return work and distribute classroom materials at the very end of class when students are leaving.**

   Distributing student work, particularly graded papers, is a distraction from the library research lessons.

6. **English 100 instructors should work with students that enter the classroom late and help intergrate them into the lesson as smoothly as possible.**

   Students sometime arrive late for sessions. Rather than having the librarian attempt to help these students enter the flow of the lesson, the English 100 instructor can help situate them.

7. **If the librarian requests that students do not use mobile phones, English 100 instructors should help manage students using these phones.**

8. **If students are disruptive, the English 100 instructor should help handle disruptive students.**

9. **When class is over, English 100 instructors should review the lessons and sources and provide their perspective on what was taught in the library sessions.**

10. **English 100 instructors should provide librarians with feedback on the sessions.**

   Sharing what parts of the session helped and what areas can be improved would help the librarians refine and develop the workshops.