



Library Essentials Research Log

<http://manoa.hawaii.edu/libraryessentials>



To get more out of the Library Essentials sessions and the research process in general, have students write a research log in which they will track their development, trial, and tribulations as a researcher.

The researcher's log is a space in which they keep track of their thoughts and experiences throughout the research process for their English 100 assignments. You can start the log together in class, but they should also do entries on their own throughout the process.

Here are examples of what they could write about.

- * Pre-research (brainstorming for a topic, how and why they chose a topic)
- * What search engines, databases, or sources did they use to begin their searches? How and why did they chose them?
- * What search engines, databases, or sources did they find effective (and ineffective)? What new ones did they add to their initial tools and why?
- * What keywords did they begin with? How and why did they chose them? What new keywords, descriptors, or concepts did they add to their vocabulary during the process?
- * What were their feelings about the research process in general? Did they like it (or any parts of it)? Were they bored? If they were frustrated, at what points in the process? What, if anything, did they do to overcome that frustration?
- * Did they seek out any help? If so, where did they turn? At what point in the process? What type of help did they seek? If they didn't ask for help, why?
- * Why did they choose the books, articles, or web pages they cited in their paper? What made them think these sources were reliable?
- * To what extent, if any, did the library instruction session help?

What could it look like?

Creativity and individuality are a key for the researcher's log. Just as all researcher's write differently, the logs should be an expression of the student's unique style, voice, strategies, anxieties, etc.