



Instructional Services

Reference and instruction librarians are happy to work with classes that engage in research. Librarians teach instruction sessions tailored to the assignment and level of the students. Each department has a [subject liaison](#) who will work with faculty on these sessions.

Scheduling a Session

- We highly recommend that you contact the librarian **before** the semester begins, particularly the fall semester, as the lab and librarians book up quickly, especially during the busiest times of the semester. Requests for library instruction should be made at least one week in advance. Requests for last-minute instruction should be directed to the librarian who will be teaching the class.
- The **ideal** time for a library instruction session is after students receive an assignment and know their topics. For most typical research papers, a good time would be about two weeks before the first draft is due.
- When we schedule a session, we will collect the following information:
 - Instructor name & contact information
 - Course Number/Name
 - Date and time requested
 - Number of students
 - Basic nature of assignment and type of information students will be seeking. A copy of the assignment and/or syllabus, as well as additional information, may also be requested by the librarian providing the instruction.
- This information will be added to the [Library Instruction calendar](#), which can be accessed from the library home page by clicking on Classroom Calendars, then Instruction Lab.
- **Attend the session with your students.** Your presence is vital to the success of the session. Often, questions about the assignment will come up in the course of a session, and your presence is tremendously helpful. Also, your attendance and engagement in the session shows your students that this is an important part of the course.
- Library instruction for instructor absences will be considered on a case-by-case basis only when the research goals are clear and appropriate and have been communicated to the class in advance of the library meeting.

Maximizing Your Instruction Session

- **Library instruction should be specific to your course and assignments.** Since sessions are highly customized to your course content and students' needs, please request as far in advance as possible and provide assignment details and topics.
- **Students should be familiar with the expectations of the assignment before coming to the library.** Students prepared with topics in advance are more engaged and more successful with library searches.
- **Instruction works best at a time when students are likely ready to begin work on the assignment** – i.e. not several weeks or months before it is due. Please consider this suggestion when scheduling a session.
- **The instruction lab accommodates 26 students.** Classes much larger should be split to preserve the hands-on, individualized instruction.
- **Achieving information literacy takes time.** Ideally, courses with a strong research and writing component will schedule at least two instruction sessions. Any class is welcome to make repeat visits to the library.
- In cases where the class is not deemed appropriate for library instruction, **other services** can be provided – one-on-one consultations with students, assignment consultation, and planning meetings are all services provided by the Reference department.

Designing Successful Library Assignments

The reference librarians are happy to consult with you about designing successful library assignments. We can suggest appropriate library sources, compile course guides, and/or teach your class about research strategies and sources.

Here are some tips and ideas to think about when creating assignments which require some aspect of research:

1. Structure assignments that promote higher level thinking.
2. Emphasize the importance of Academic Honesty.
3. Ensure HPU Libraries has the required resources to support your subject.
4. Clearly direct students to appropriate resources.
5. If necessary, request a library session customized to the research needs of your assignment.
6. Place print or electronic material that will be in high demand on reserve or e-reserve.
7. Build 'Steps' into research-based assignments.