

Instructional Services Policies – Revised 10/2018

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 to schedule and teach these sessions.

Scheduling a Session

- To schedule an instruction session, please contact your subject liaison or the Head of Reference and Instruction, Jenny Erdmann at jerdmann@highpoint.edu.
- Requests for library instruction should be made at least one week in advance, to allow adequate time to tailor the session to the instructor's assignment.
- **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.
- 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; location
 - 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 homepage by clicking on Spaces, then Instruction Lab:

https://calendar.google.com/calendar/embed?src=library.highpoint.edu_5s233ic938s7400n80bbs608ho@group.calendar.google.com&ctz=America/New_York

Maximizing Your Instruction Session

- 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. Exceptions are for semester-long research assignments, such as senior seminar projects or capstones.
- In cases where in-class instruction is not practical, other services are offered. These services are alternatives or supplements to tailored in-class instruction:
 - For-credit attendance at HPULibraries Workshops:
<http://www.highpoint.edu/library/events/>
 - Please contact Jenny Erdmann with suggestions for workshop topics at jerdmann@highpoint.edu
 - A guided-research day with a librarian. Because of limited staffing, please try to limit to one per section per semester.
 - A self-guided research day in the library. A librarian can sign students in and out, and students are welcome to seek assistance from a librarian.
 - One-on-one consultations with students via our appointment scheduling platform:
<https://highpoint.libcal.com/appointments/>
 - Online Blackboard modules with quizzes related to information literacy concepts.
 - Recorded information literacy tutorials.