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.