

SCIL Works 2008 Poster Session

Designing & Implementing Student Research Projects for Maximum Learning: A Workshop for Faculty & Librarians

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This proposal describes a faculty/librarian workshop developed by librarians in partnership with faculty on the teaching and learning committee.

The problem:

- For librarians, finding a way to better integrate library resources and services into courses.
- For faculty, effectively teaching students to do college-level research.

The theory:

- Whether we are librarians teaching research concepts and skills or professors teaching course content, the idea that student assessment should be based on what has been taught seems obvious to us. Developing clear learning objectives and tying assessment to those objectives helps ensure that we know what we intend to teach and that we assess student learning based on what has been taught.
- Assessment of student learning are particularly important in today's higher education accreditation environment. Most of us who teach in colleges and universities have had no formal training in developing learning objectives, assessment tools, and rubrics for assessment. We know our content, but too often we don't know how to teach that content so students will learn. This workshop was a step toward better teaching and assessment, especially in relation to library research projects.

The workshop:

- The workshop was scheduled for 8:30am-1:00pm. Faculty who registered were asked to provide a brief description of the course/assignment they wanted to develop. During the first hour, workshop focus was on learning objectives, rubrics, and assessment; this segment was led by faculty from the teaching and learning committee. Following a break, each participating faculty member was paired with a librarian to discuss the course and research assignment in relation to learning objectives and assessment. Informal conversation during lunch was followed by a brief overview from each faculty/librarian pair about their course/assignment and how the librarian would be involved.

Impact:

- We were not able to accommodate all the faculty who wanted to register. We will offer the same workshop again just prior to spring semester. Faculty who participated were very enthusiastic about the workshop. Librarians have been involved in many of their courses more extensively than we have been in the past; for example, participation in multiple class sessions, inclusion as instructor in online (Sakai) course sites, required student appointments, and review of assignments.