Research Assignments: Other Considerations (Phase 2)

Below are suggested ways to incorporate items identified by the 'Checklist to Evaluate Sample Assignment Handouts" list into your own research assignments. In the left column, mark next to each item as it pertains to your assignment:

A = Already Incorporate   **I** = Intend to Incorporate   **N/A** = Not Applicable   **?** = Unsure

	ASSIGNMENT REQUIREMENTS
	General Assignment Considerations • Assignment relates to some aspect of course subject matter or learning objectives. • Assignment leads to increased understanding of a subject & the process for locating information. Encouraging Time Management • Scaffolding: Assignments build upon each other, culminating in the final project. i.e. individual outline merged into group outline becomes final presentation outline and then group ppt. • Mini deadlines are set to encourage students to be working right along. • A timeline is provided to inform students how far along they should be by certain dates. • Deadlines allow students sufficient time for exploration, research, drafts and final production. Type of Assignment • Experiment with short, less-overwhelming essays or projects instead of a term paper (article summaries, analyze a scholarly paper, annotated bibliography, design a poster, create a wiki). Supplemental Student Resources • Provide models of exemplary research projects & grading rubric so instructor expectations are understood. • Citation guides are provided and ethical scholarship is addressed.
	RESEARCH GUIDANCE
	Sources • Confirm that published research exists to support the research assignment and my campus library has access to this information (or have collaborated with librarian for assistance). • Each student researching a different topic to ensure library collections offer enough print resources. • Recommended sources are 1.) Available at my college library (online or in-person), 2.) Appropriate to student level (reading ability, knowledge of subject matter, and research skills should be considered). • Reasonable parameters are set regarding print verses online sources. • Involve a librarian in the design phase. Research: • Students permitted to change their topics based on the reality of their research experience. • Technical "how to" instructions are provided for researching, using, creating and evaluating digital sources. • The research terminology I use is clear and does not create ambiguity (e.g. handouts state that students cannot use the Internet yet students must locate articles in the library's online subscription databases). • Check links to suggested resources – library pages and navigation can change. • Address paraphrasing/summarizing, note-taking, citation.
	SUPPORT
	Ask for Help • Include direct links and contact information to Instructor, Tech Support, Tutoring, Ask & Text A Librarian. • Invite librarian to class (shows students that even you are asking the librarian for assistance). • Give direct access to help by linking to tutorials such as our MCCCD Libraries LibGuide pages (major themes include Getting Started, Finding Resources, Evaluating Information, and Citing Your Sources).

ILG

1. Examine your notations from Research Assignments; Other Considerations (Phase 2) and reflect on your handout. Write a general statement about the depth to which you adequately instruct, guide, and support your students with your research assignment handout.

    _____

    _____

    _____

    _____

2. Identify changes, if any, you want to make to your research assignment handout based on both Phase I and Phase 2 Evaluation checklists.

    - _____

    - _____

    - _____

    - _____

    - _____

    - _____

    - _____

3. *If time permits, begin editing your handout during the workshop. Please feel free to ask any of the librarians at the workshop for assistance.*