

IN SUMMARY

Experience shows student projects and learning outcomes are more successful when . . .

- the teacher and the library media specialist plan well in advance to ensure the assignment can be carefully thought out and the logistics arranged.
- the teacher and library media specialist develop a unique assignment based on a specific focus question to promote class discussion and reduce the potential for plagiarism.
- the teacher and the library media specialist introduce the assignment and the research process to the students in class before beginning research in the library.
- the students receive a written assignment with the specifics of how the project will be evaluated.
- the students are given a research log, an organizer or “starter” on the first day of research.
- the students’ progress is checked at the end of each work session to provide accountability, as well as a daily opportunity for additional help.
- the teacher and the library media specialist collaborate to adjust the daily student activities based on progress.
- the students present their findings to others in a technologically-rich environment to encourage creativity and dynamic communication.

adapted from:

“The Best Learning Occurs When . . .”

Compiled by library media specialists from experiences collaborating with exemplary teachers.

Cherry Creek High School Library, September 10, 1997