Questions to ask faculty

Section 1. If faculty are adapting an existing assignment, ask faculty member to:

1. Describe the existing assignment

2. Talk about what worked and didn’t work (either student work, or logistics). Ask specifically about:
   - What role the library/information skills played in the assignment previously
   - Quality of sources students found
   - Students’ ability to use those sources well (synthesize them)
   - How was the quality and use of sources assessed

3. Describe what they want to see change.

4. Informed by section 1, proceed to section 2.

Section 2. If faculty are starting fresh, ask faculty members:

1. What is the purpose of the assignment?

2. How can students best demonstrate their learning in this area?
   *Be prepared with suggestions. Visit [http://wheaton.libguides.com/liaisons/assignmentdesign](http://wheaton.libguides.com/liaisons/assignmentdesign) for ideas of different types of assignments that might work in various contexts.*

3. How can the library help your students reach the desired outcome(s)?
   *Be prepared to suggest skills/concepts, such as finding high quality sources, synthesize those sources, cite sources, write a literature review or an annotated bibliography, organize their research better with a tool like Zotero.*

4. How can these information skills/concepts be assessed?
   *If faculty will be grading the paper with a rubric, does that rubric assess the IL concepts that the assignment includes. The Information Literacy VALUE rubric can be helpful for suggesting language. If you want to suggest a non-traditional assignment, research how that assignment has been assessed by others.*