# Information Literacy by Design: Lesson Planning Template

## Assignment Considerations
*What is the assignment?*
Write a TED Talk about anything related to social sciences for a non-specialist audience.

## Goals
*What are the major goals of the upcoming feeder(s)?*
- Create an elevator pitch presenting topic and thesis
- Write bibliography incorporating at least 5 scholarly sources and as many popular sources as needed

## Learning Needs
- **Where are students in their unit?**
  Right at the beginning, before feeder 1. Students were told to have two potential topics ready to work with for the library session.

- **What, if any, understanding of the research process do students already possess?**
  Students had already had a library lesson for Unit 1, and they’re on Unit 2 so they are presumably somewhat familiar with the research process. The previous library instruction session taught students about building a knowledge base, practices of efficient searching, and the difference between scholarly and popular sources.

## Stage 1: Desired Results

<table>
<thead>
<tr>
<th>ESTABLISHED GOALS</th>
<th>MEANING AND TRANSFER</th>
<th>ACQUISITION</th>
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</table>
| *What course- and/or assignment-related goal(s) will this lesson address?*
  - Topic development
  - Finding academic sources
  - Examining topic as it might appeal to a general, less scholarly audience
| Students will understand that... *What do you want students to understand about research?*
  - Researching in a sufficient narrow scope is necessary for developing a final product that covers the right amount of material
  - Topics tend to evolve over the course of the research process
  - The nature of research changes based on the audience it is written for
| Students will know... |
| (Optional) *What ACRL-endorsed concepts of information literacy will students need to reach goals?*
  - 1.1 The information literate student defines and articulates the need for information.
  - 1.2 The information literate student identifies a variety of types and formats of potential sources for information. | Students will be able to independently apply their understanding to... *What kinds of long-term understandings, beyond this assignment, are desired?*
  - Conceptualize how research articles and popular sources fit together within the discourse on a given topic
  - Articulate research based on the target reader/viewer | Students will develop skills in... |
<table>
<thead>
<tr>
<th>1.4 The information literate student reevaluates the nature and extent of the information need.</th>
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<tbody>
<tr>
<td>2.1 The information literate student selects the most appropriate investigative methods or information retrieval systems for accessing the needed information.</td>
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<td>2.2 The information literate student constructs and implements effectively-designed search strategies.</td>
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<tr>
<td>2.3 The information literate student retrieves information online or in person using a variety of methods.</td>
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**Stage 2: Evidence**

**Performance Tasks**
Students will show that they really understand/have achieved session goals by...

*How will students demonstrate their process of acquiring understanding, skills, and knowledge through authentic performance?*

- Answering questions in class
- Beginning to narrow their topics and search for appropriate sources during free search time

**Stage 3: Learning Plan**

**Pre-Assessment**

*What pre-assessments will you use to check students’ prior knowledge, skill levels, and potential misconceptions?*

- Ask questions that allow students to demonstrate what they learned in the previous library session and their general research knowledge
  - e.g. “What’s the difference between popular and scholarly sources?”
- Ask for volunteers to talk about issues they’ve been considering writing on

**Learning Events**

Student success at meaning, transfer, and acquisition depends on...

**Progress Monitoring**

**What facts and basic concepts should students know and be able to recall?**

- What makes a topic “sufficiently narrow”
- Difference between popular and scholarly sources and their uses
- The existence/mechanics of E-Research by Discipline and how it relates to topic scope

**What discrete skills and processes should students be able to use?**

- Developing a topic
- Navigating library databases
- Developing keywords
What learning events can ensure meaning, transfer, and acquisition? How will these events facilitate desired results?

- Playing Bob video: "Developing Your Topic" and prompting students to pay attention to how Bob’s topic evolves over his research process
  - Students are prepared to notice how topics evolve, which normalizes and encourages exploration of options
  - Students have a chance to think about how Bob’s process can apply to their own research
- Mind map—think about your general topics and the different possible directions to take them
  - Gives students opportunity to articulate what they know, consider the ways their topic could become narrower to work for a short TED talk
- Group work to discuss possible topic directions that could appeal to a general audience
  - Peer learning allows students to have a better understanding of what makes a good TED talk topic vs. something that would work for a different audience
- Modeling search process for sample topic—the impact of texting on language
  - Demonstrate what makes a topic sufficiently narrow
  - Mechanics of searching in Articles+ and similar databases
  - Using search features to narrow topic
  - Looking for other databases to use in E-Research page
- Free search time with the objective to find at least 1 scholarly source and think about where it fits in with student’s mind map
  - Students get a chance to put their knowledge and skills into practice
- Individual consultations
  - Individual assistance to clear up misconceptions, help facilitate understandings that were missed during class time

What are potential rough spots for misunderstanding?

- Students may have ideas for things that sound good and could make for interesting TED talks, but they may not be great as research topics.

How will students get feedback on their performance?

- Regularly posing questions
- Talking during individual consultations