

DH Workshop/Lesson Planning Template¹

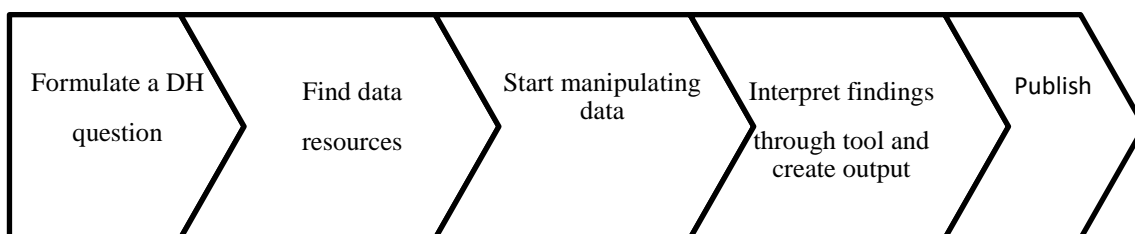
#1 Assignment Considerations

Brief Assignment Description

Where are the students in this assignment?

After reading the entire assignment sequence, identify the part of the assignment that is most relevant to the instruction session given the timing of the session and your conversation with the instructor.

- Where will students be in the research process BEFORE your session and where do they need to be immediately AFTER?
- What will the students be doing next for this assignment?
- How will that contribute to their overall success in this assignment?



¹ Adapted by Rafia Mirza ([@LibrarianRafia](#)) from worksheet created by Jonathan McMichael ([@BarLibrarian](#))

#2

What Should Students Learn?

What do students need to understand and/or be able to do to be adequately prepared for the part of the assignment described above? Identify the each individual Task a student is asked to complete within the assignment to progress. Reframe your main learning objective(s) as a Question or Problem to be solved during the session. Ex: How do I find relevant, reliable, clean data on my topic?

What information literacy²/ digital literacy concepts are relevant?

- ☐ Scholarship as Conversation
- ☐ Authority is Constructed and Contextual
- ☐ Information Creation as a Process
- ☐ Information has Value
- ☐ Research as Inquiry
- ☐ Search as Strategic Exploration

Acquisition (New Understanding and Skills)

How will a successful student approach this assignment? What will they “get” that a less successful student might not?

² ACRL Information Literacy Framework <http://www.ala.org/acrl/standards/ilframework>

What types of resources should students be introduced to? What skills will they need?

- Considering the parts of the research process relevant to the session, identify the *Information* and *Skills* necessary for each *Task*.
- Ex: In order to create an online exhibit, students need to understand copyright and fair use as it pertains to relevant images.
 - *Information*: Do they already have it? Can you teach it?
 - *Skills*: Do they already have it? Can you teach it?
- If they already have *Information* and *Skills*, it provides *Context* for the session. If not, could the library facilitate that acquisition?
 - If this answer is yes, then this should be one of the learning objectives for the session)

Transfer (Making sure it sticks)

How else and how often will students use these skills and/or concepts?

#3 Evidence

How will students show that they really “get” the lesson and are prepared for the next part of the assignment?

#4

Learning Plan

What are possible rough spots for misunderstanding?

How will you check student's knowledge and skill levels at the beginning? Middle? End?

Create your step-by-step process for how you will teach your lesson!

Advice:

1. Start with activity and build around that
2. Remember Uncoverage³

³ "Teaching for understanding calls for a fundamental shift from a content "coverage" approach –teaching and testing a series of facts and discrete skills – to one that emphasizes the "uncoverage" - [Wiggins and McTighe](#)