Thinking Critically about Information Workshop Series
Incorporating information literacy into your classes | April 18, 2018

### Pre-Planning: Establish Priorities and Rationale

**Big Understanding**

*Is there a Frame, or multiple Frames, that could serve as a guiding force or influence the essential understandings that you want to develop? Why this Frame?*

<table>
<thead>
<tr>
<th>Learning Needs</th>
<th>Big Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Where are students in their program of study?</em></td>
<td><em>On what, if any, knowledge practices (knowledge and skills) and dispositions (values) from the Frame(s) will the teaching focus?</em></td>
</tr>
<tr>
<td><em>What, if any, understanding of the research process do students already possess?</em></td>
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</tr>
</tbody>
</table>

### Stage 1: Identify Desired Results

<table>
<thead>
<tr>
<th>What do you want students to understand?</th>
<th>What kinds of long-term abilities, beyond this scenario, are desired?</th>
<th>What habits of mind or forms of critical thinking do you hope students possess?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Students will know...</em></td>
<td><em>Students will be able to ...</em></td>
<td><em>Students will value...</em></td>
</tr>
</tbody>
</table>

## Stage 2: Determine Acceptable Evidence

How will you know that students have successfully achieved the outcome(s) you determined in Stage 1? How will students reflect upon and self-assess their learning?

Students will show that they really understand/have achieved these goals by...

## Stage 3: Plan Learning Experience

### Learning Events

What activities will equip students with the knowledge, skills, and values you identified?

How should this content best be taught to or experienced by students?

### Progress Monitoring

What do you anticipate students will master easily? How will you encourage them to go beyond this?

What do you anticipate students will be challenged by? How will you provide additional support?