**Getting started creating an individual assessment plan related to the Framework**

**Read and discuss Megan Oakleaf’s article:**

 “The Information Literacy Instruction Assessment Cycle: A Guide for Increasing

 Student Learning and Improving Librarian Instructional Skills.” (Journal of

 Documentation 65, no. 4, (2009): 539-560.)

* Select one Knowledge Practice for each Frame, or use one you created

specifically for your student body

* Write a learning outcome for that Knowledge Practice.
* Create a lesson plan that teaches to the learning outcome you wrote.
* Create an assessment for your learning outcome.

**This could be used as a handout or worksheet for writing learning outcomes and assessments for each Frame of the Framework:**

Template:

 Frame

 Knowledge Practice

 Learning outcome

 Lesson plan

 Assessment

Examples:

**Frame: Authority is Constructed and Contextual**

*Knowledge Practice*:

 Define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event).

*Learning outcome*:

The student will analyze different sources of writing in order to discriminate between different types of authority.

*Lesson plan*:

Share both usual and unusual types of resources and discuss, including

 A scholarly article on a pop culture topic

 A dense and accurate Wikipedia article

 A blog post by a scholar

Create a short-answer worksheet where students discuss authority of each resource.

*Assessment*: Worksheet analysis

**Frame: Information Creation as a Process**

*Knowledge Practice*:

 Articulate the capabilities and constraints of information developed through various creation processes.

*Learning outcome*:

Students will compare characteristics of different types of publications in order to further understand the unique capabilities and constraints of the information creation process.

*Lesson plan*:

 Use Kevin Seeber’s process cards to stimulate class discussion on the information cycle

*Assessment*: Formative feedback during the learning activity

**Frame: Information Has Value**

*Knowledge Practice*:

 Give credit to the original ideas of others through proper attribution and citation.

*Learning outcome*:

Students will identify the citation elements needed in order to properly cite their sources.

*Lesson plan*:

 Use Purdue OWL as template and process for building a citation

*Assessment*: Ask professor to share copies of the students’ works cited pages for review

**Frame: Research as Inquiry**

*Knowledge Practice*:

 Determine an appropriate scope of investigation.

*Learning outcome*:

Students will examine an entry in Wikipedia in order to consider various categories of knowledge possible for a given topic.

*Lesson plan*:

 Importance of having an overview of a topic, or “pre-search”

 Wikipedia article on Hip hop music:

 Show table of contents, with origin of the term, sections by decades, notes, references, external links. Also, column on right side with all of the links: stylistic origins, cultural origins, typical instruments, derivative forms, sub-genres, fusion genres, and regional scenes.

 Wikipedia provides definitions, terms, timelines, people, and places associated with a topic.

*Assessment*: 3 minute quiz at the end of class

**Frame: Scholarship as Conversation**

*Knowledge Practice*:

 Recognize that a given scholarly work may not represent the only - or even the majority - perspective on the issue.

*Learning outcome*:

Students will interpret the “Average Number of Edits” map in order to recognize the limitations of Wikipedia.

*Lesson plan*:

 Use the Wikipedia graphic “Average Number of Edits to Wikipedia, by Country of Origin” from *The Atlantic Monthly* article “The Lopsided Geography of Wikipedia”, by Uri Friedman to stimulate discussion on scope and bias.

*Assessment*: One minute paper

**Frame: Searching as Strategic Exploration**

*Knowledge Practices*:

1. Match information needs and search strategies to appropriate research tools
2. Use different types of searching language (controlled vocabulary, keywords, natural language) appropriately

*Learning outcome*

1. Students will select an appropriate database in order to begin researching their topic.
2. Students will search terms in the Subject Terms or Thesaurus of a database in order to become familiar with the structure of terms within the database.

*Lesson plan*:

1. Search various tools (Google, Academic Search Complete, and PsycArticles) in small groups and compare results.
2. Introduce the concept of controlled vocabulary and have students search together in pairs and share results.

*Assessment*: Worksheet for each scenario