Learning from Lesson Plans and Information Literacy: How the Two Can Work Together to Benefit Students

**Known:**
- Education majors use Danielson’s Four Domains of Professional Practice as a framework for their lesson plans.

**Unknown:**
- How do education students use information literacy skills in the creation of their lesson plans?

**Goal:**
- Education students apply information literacy skills and Danielson’s Domains of Professional Practice to create pedagogically sound lesson plans.

**Mapping Danielson’s Domain 1 to ACRL’s Standard 3**

| Danielson’s | ACRL Standard 3
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**Score 1:**
- Lesson plan contains no cited sources.

**Score 2:**
- Lesson plan contains 1 cited source.

**Score 3:**
- Lesson plan contains 2 cited sources.

**Score 4:**
- Lesson plan contains 3 or more cited sources.

**Sources**
- (ACRL: 1b, 2a)
- (Danielson’s: 1d)

**Rubric Design**

**Timeline for Collecting Information**

- Pilot testing/norming session 1: August 23
- Pilot testing/norming session 2: September 25
- Scoring lesson plans of recent alums: October 3

**Lesson Plans**
- Selected publicly available lesson plans found in Digication e-portfolio of recent education alums
- 41 scored lesson plans proved valid

**Strengths and Weaknesses**
- Lesson plans received highest scores on relevance of sources/evidence cited in the lesson plan - 56% of lesson plans scored 3 or higher out of 4 in this category.
- Lesson plans received weakest scores on number of sources and relevance of sources - 39% of lesson plans scored less than 2 out of 4 in these categories.

**Survey Says**
- Students always use curriculum standards when designing lesson plans.

**Remote Grading**

**Instructional Designers**

10 Lesson Plans Scored a 3 or Higher out of 4 in all Categories (Content, Sources, Relevance of Sources Cited in the Lesson Plan, Credibility of Sources Cited)

10 Lesson Plans Scored Less than 2 out of 4 in all Categories (Content, Sources, Relevance of Sources Cited in the Lesson Plan, Credibility of Sources Cited)

**AIA Team Members:**
- Louise Holden-Singleton
- Linda Macaulay
- Juan Toro
- Elizabeth Young Miller

**Creating Recommendations**

**Developing a Goal**

**Structuring the Content**

**Designing Assessment Instruments**

**Collecting Information**

**Analysis of Information**

Next steps:
- Develop citation content to include student teaching manual
- Brainstorm content ideas for online information literacy training modules
  - Gather feedback from AIA poster presentation
  - Solicit ideas from education department
  - Meet with education faculty in fall during department meeting
    - Invite faculty from secondary education
    - Invite student teacher supervisors
  - Ascertain how education instruction differs for various concentrations
  - Consider embedding librarian in EDSIR or similar course
    - Use extra hour for information literacy instruction, online or face-to-face
    - Assign plagiarism workshops in Atomic Learning, follow up with iClicker session
  - Create online information literacy tutorials and conduct usability testing

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