

Instruction Planning and Reflection Template

The template below is adapted from the USER Method Planning Template (citation below) and from the Backward Design planning framework.

1. Context	
<p>Type of library: Academic</p> <p>General topic area or focus of instruction: Introduction to Zotero</p> <p>Format of session: Workshop</p> <p>Duration of instructional session: 1 hour</p>	
Setting	Characterize: <i>What do I know about the instructional environment, and how can it be shaped to create a positive learning experience?</i>
	<p>The setting is the designated instruction room in the library or computer lab if necessary. It ideally has desktops or laptops to lend as well as a projector screen and desks that seat four. The setting is natural for group or individual work and the projector allows for modeling of technology.</p>
	Confront: <i>Does additional troubleshooting or information gathering need to occur? Are any elements of the setting likely to cause challenges or problems during the instructional period?</i>
	<p>A challenge with more technical instruction is the range of learning styles and prior knowledge in the class. I would address this in a sort of pre-assessment asking about students' prior familiarity with Zotero. A floater may also be needed to keep the course on pace.</p>
Learners	Characterize: <i>Who are my participants (basic information such as age range, likely number of participants, hypothetical demographics)? What are my participants' needs, strengths, and potential areas of motivation?</i>
	<p>Participants are mostly undergraduate students and some graduate students, with most likely 15-20 learners in a workshop. Based on experience with similar workshops, I anticipate that this group will include students who represent a variety of racial and gender identities. One or more students may require accommodations due to a disability. Students will also have varying levels of technology literacy.</p> <p>I have noticed that undergraduate students are interested in learning citation management software due to their need in first-year English courses to collect multiple sources for assignments. In every research consultation I have had citation managers come up as a question.</p>

	<p>Confront: a) What are my participants' potential barriers to learning? b) What assumptions am I making about their prior knowledge related to the content I will teach?</p> <p>Potential barriers include a disconnect between learning styles. Another barrier to learning is the time limit on the workshop. I make the assumption that most undergraduate students have not been introduced to Zotero in a formal instruction setting.</p>
Educator	<p>Characterize: What is my previous experience with this content, learner group, and/or setting?</p> <p>I have taught first-year English library sessions as well as technical workshops to undergraduate students in an academic library/university setting. I am familiar with Zotero because it is used in my work and in my own research.</p>
	<p>Confront: Are there knowledge, skills, or attitudes that I need to acquire?</p> <p>I need to look at Zotero from the perspective of an undergraduate student and their needs so I can address the most important features of Zotero for this population.</p>
2. Structure	
Create Targets	<p>Learning Objective(s): Learner-focused, action-oriented statements that provide concrete criteria to evaluate if learning has occurred. Use Bloom's Taxonomy action verbs to create these. Keep in mind that you should plan to assess each learning goal listed below.</p>
	<p>Learners will be able to:</p> <ul style="list-style-type: none"> - Analyze the role of citations in research - Continue the ongoing work of developing their perspectives and voices as researchers
	<p>Standards: What learner standard(s) from AASL, YALSA, ACRL, or elsewhere align with these learning goals? For an average-length lesson, you will want to identify no more than 2 of these - the ones you will focus on and assess.</p>
	<p>ACRL Scholarship as Conversation: cite the contributing work of others in their own information production</p>
	<p>Goal(s): What are YOUR goals for the instructional experience? What do you hope to achieve in this interaction? These could be personal or organizational goals.</p> <p>I want to support the research needs of undergraduate students.</p>
	<p>Outcome(s): Actionable, real-world results of the interaction; what</p>

Adapted From *Reflective Teaching, Effective Learning*, by Char Booth (Chicago: American Library Association,

	<p><i>will the learners be able to do with this knowledge / skill outside of your lesson?</i></p> <p>Organize research project resources within Zotero</p> <p>Apply citation settings to Zotero</p>
3. Assess	
Assess Learning	<p>Formative: <i>How will you assess learning as it occurs (in the moment)? Assessment should be aligned with learning objectives set in Step 2.</i></p> <p>When participants are setting their Zotero preferences as well as when they begin to build their Zotero libraries, I will circulate and observe that they are applying the appropriate settings for their research context in regards to citation styles and that their libraries contain relevant sources that have the preferred citation style applied.</p> <p>Summative: <i>How will you assess learning at the end of or after the learning experience? Assessment should be aligned with learning objectives set in Step 2.</i></p> <p>Summative assessment will look like an exit survey asking participants to respond to these questions:</p> <ul style="list-style-type: none"> • What did you already know about Zotero before this workshop? • What did you learn about Zotero in this workshop? • Do you see yourself using Zotero beyond this workshop? • How could this workshop be improved? • Any other thoughts?
Assess Teaching	<p>Reflect: <i>What parts of the lesson went well, and how do you know? What parts of the lesson went less well, and how do you know?</i></p> <p>Getting through the material in the allotted amount of time signifies good pacing for the workshop. Learner engagement can look like asking questions, taking notes, or exploring Zotero. Minimal engagement could mean that the pacing of the workshop is off, the lesson has not been properly framed, or activity explanation was insufficient.</p> <p>Revise and Reuse: <i>How might you revise the experience in the future to improve its impact? What elements of the planning and/or learning experience might you reuse in the future?</i></p> <p>I would revise the workshop based on student feedback and whether learning objectives were met. I want to reuse the idea of aligning technology-focused workshops with learner projects or goals in a constructivist framework.</p>

4. Engage	
Learning Activities	<p>Engage: <i>How will you engage learners in your content? You can think of this as the “hook” that pulls learners into the instruction, and/or as an opportunity to engage their prior knowledge related to your topic.</i></p>
	<p>I will start with a “what Zotero can do for you” introduction in which I demonstrate how you can create collections and drag-and-drop cite in Zotero to build excitement and make the goals of the session clear.</p>
	<p>Elaborate and Explore: <i>Describe the main instructional activities here. Indicate how long each will take.</i></p>
	<p>Each section after the introduction will start with me modeling the step and then giving learners time to complete the step.</p> <p>Introduction and class interests poll (5 minutes)</p> <p>Install Zotero (10 minutes)</p> <p>Setting relevant Zotero preferences (10 minutes)</p> <p>Adding resources to a collection (20 minutes)</p> <p>Citing and creating a bibliography from Zotero (10 minutes)</p> <p>Wrap-up (5 minutes)</p>
	<p>End: <i>How will you wrap up the lesson?</i></p>
	<p>I will end the lesson by providing additional resources on Zotero and distributing my exit survey.</p>
	<p>Extend: <i>Will you provide analog or technology-facilitated support prior to, during, and/or after the interaction?</i></p>
	<p>Yes, I will circulate among learners after modeling a step and help diagnose any issues that arise.</p>
	<p>Materials: <i>What physical or digital materials will you need to create or have available?</i></p>
	<p>A handout outlining how to complete each step of the session and additional resources.</p>