Emotion-informed Practices: An example

This document shares the evolution of an information literacy lesson plan to embed emotion-informed practices, as part of:
Natalia Umaña, “Where is the love? (/rage/joy, etc): Making sense of the missing affect in the Framework as an early career bibliotecóloga,” College & Research Libraries News ?, no. ? (2026).

Document tabs:

- Stage 0: Original Lesson Plan
  This tab includes my original lesson plan for introducing “question mapping”, a brainstorming strategy at the beginning of an inquiry.

- Stage 1: Revised Lesson Plan
  This tab documents the revisions to incorporate the affective domain, as well as coding it for knowledge practices vs. dispositions.

- Side-by-side
  This tab shows both lesson plans side-by-side, with additional spacing to aid comparison.

- Change log
  This tab lists the changes from stage 0 to stage 1.

Emotion-informed Practices Example

Stage 0: Copy of original lesson plan

Lesson context: This strateeg

Frame(s)	Knowledge Practices
Research as Inquiry	● determine an appropriate scope of investigation; ● deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; ● organize information in meaningful ways

Learning Objectives
Students will be able to…

- Record at least 5 questions related to their research topic and map connections between these;
- Differentiate between closed and open questions on their map;

Pre-workshop survey questions

1. Describe your topic. Why did you choose it?
2. Describe your previous experience with research. What do you think you'll need to be successful with your literature review?

Introduction & Engagement

1. Discuss pre-workshop surveys: anticipated needs word cloud & strategies for this inquiry
2. Why use mapping? Discuss strategy: visual representation; connections, identify themes, scope investigation within assignment parameters

Model

3. Explain example map, model adding new questions, drawing connections

Guided Practice

4. Students begin map by recording questions & drawing connections
5. Students share map with a peer & share reactions to each other's map: Can you suggest any additional questions or links for your partner's map?

Independent Practice

6. Students continue to map questions and connections

Closure:

7. Examine your map for closed vs open-ended questions. Which information resources will help you answer these?
8. Introduce research question frameworks

Assessment: Post-workshop survey
Students upload a picture of their map & answer questions:

- "I found Question Mapping helpful" (5-point Likert)

- Why/Why not? Explain your answer (long text)
- What is your next step for this project?

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Stage 1: Revised Lesson Plan for Emotional Awareness

Revision Goals:

- Update lesson plan language using the 2026 Framework Revisions (draft document) changes in **bold**
- Add dispositions & related learning objectives in **bold**
- Embed activities to address emotionality in **bold**
- Code lesson plan for knowledge practices & (newly-added) dispositions in *italics*

Lesson context: Graduate students starting a literature review

Frame(s)	Knowledge Practices	**Dispositions**
Research as Inquiry	• determine an appropriate scope of investigation • **manage** complex research by breaking complex questions into simple ones, limiting the scope of investigations • organize information in meaningful ways	• **maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases**

Learning Objectives

Students will be able to…

- Record at least 5 questions related to their research topic and map connections between these; *(knowledge practices)*
- Differentiate between closed and open questions on their map; *(knowledge practices)*
- **Reflect on their personal experiences and/or bias(es) as related to their topic & inquiry process** *(dispositions)*

Pre-workshop survey

1. Describe your topic. Why did you choose it? **How do you feel about it?** (*dispositions*)
2. **Read the following statement: "Researchers maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases". Considering your previous experience with research and your assignment in this class (literature review), record your reactions/reflections to this statement. What do you think you'll need to be successful?** (*dispositions*)

Introduction & Engagement

1. Discuss pre-workshop surveys: **How might our "subjective lenses" impact the process & findings?** *(dispositions)*
2. Why use mapping? Discuss strategy: visual representation; connections, identify themes, scope investigation within assignment parameters *(knowledge practices)*

Model

1. Explain example map, model adding new questions, drawing connections. (*knowledge practices*). **Share my position & bias** (*dispositions*) **adding reflections to map as I think aloud: "While I selected this topic due to high personal relevancy and interest, am I prepared to explore the emotions that arise considering my experiences?"** (*dispositions*)

Guided Practice

1. Students begin map by recording questions & drawing connections (*knowledge practices*)
2. Students share map with a peer & share reactions to each other's map:
    a. Can you suggest any additional questions or links for your partner's map? (*knowledge practices*)
    b. **Discuss subjective lens/bias and any related feelings connected to your questions. Are there any perspectives missing from your partner's map?** (*dispositions*)

Independent Practice

1. Students continue to add questions **& reflections**

Closure:

1. Examine your map for closed vs open-ended questions. Which information resources will help you answer these? (*knowledge practices*)
2. **Discuss bias & emotions related to topics & maps. As a class, create strategies list on how we process/manage these.** (*dispositions*}
3. Introduce research question frameworks

Assessment: Post-workshop survey

Students upload a picture of their map & answer questions:

- "I found Question Mapping helpful" (5-point Likert)
- Why/Why not? Explain your answer. (long text)
- What is your next step for this project?
- **Reflect on your process today. What question(s) will you explore first? Do any of your questions elicit emotional reactions? What self-care plans do you have in place, if needed?**

Emotion-informed Practices Example

Side-by-side

Stage 0: Original Lesson Plan	**Stage 1: Revised Lesson Plan**
Frame(s): Research as Inquiry Knowledge Practices: ● determine an appropriate scope of investigation; ● deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations; ● organize information in meaningful ways Learning Objectives Students will be able to… ● Record at least 5 questions related to their research topic and map connections between these; ● Differentiate between closed and open questions on their map; Pre-workshop survey questions 1. Describe your topic. Why did you choose it? 2. Describe your previous experience with research. What do you think you'll need to be successful with your literature review?	Frame(s): Research as Inquiry Knowledge Practices: ● determine an appropriate scope of investigation ● manage complex research by breaking complex questions into simple ones, limiting the scope of investigations ● organize information in meaningful ways Dispositions: ● maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases Learning Objectives Students will be able to… ● Record at least 5 questions related to their research topic and map connections between these; *(knowledge practices)* ● Differentiate between closed and open questions on their map; *(knowledge practices)* ● Reflect on their personal experiences and/or bias(es) as related to their topic & inquiry process *(dispositions)* Pre-workshop survey 1. Describe your topic. Why did you choose it? How do you feel about it? (*dispositions*)

Introduction & Engagement 1. Discuss pre-workshop surveys: anticipated needs word cloud & strategies for this inquiry 2. Why use mapping? Discuss strategy: visual representation; connections, identify themes, scope investigation within assignment parameters Model 1. Explain example map, model adding new questions, drawing connections Guided Practice 1. Students begin map by recording questions & drawing connections 2. Students share map with a peer & share reactions to each other's map: Can you suggest any additional questions or links for your partner's map? Independent Practice 1. Students continue to map questions and connections Closure: 1. Examine your map for closed vs open-ended questions. Which information resources will help you answer these?	2. Read the following statement: "Researchers maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases". Considering your previous experience with research and your assignment in this class (literature review), record your reactions/reflections to this statement. What do you think you'll need to be successful? (*dispositions*) Introduction & Engagement 1. Discuss pre-workshop surveys: How might our "subjective lenses" impact the process & findings? *(dispositions)* 2. Why use mapping? Discuss strategy: visual representation; connections, identify themes, scope investigation within assignment parameters *(knowledge practices)* Model 1. Explain example map, model adding new questions, drawing connections. (*knowledge practices*). Share my position & bias (*dispositions*) adding reflections to map as I think aloud: "While I selected this topic due to high personal relevancy and interest, am I prepared to explore the emotions that arise considering my experiences?" (*dispositions*) Guided Practice 1. Students begin map by recording questions & drawing connections (*knowledge practices*) 2. Students share map with a peer & share reactions to each other's map:

2. Introduce research question frameworks <u>Assessment</u>: Post-workshop survey Students upload a picture of their map & answer questions: ● "I found Question Mapping helpful" (5-point Likert) ● Why/Why not? Explain your answer (long text) ● What is your next step for this project?	a. Can you suggest any additional questions or links for your partner's map? (*knowledge practices*) b. Discuss subjective lens/bias and any related feelings connected to your questions. Are there any perspectives missing from your partner's map? (*dispositions*) <u>Independent Practice</u> 1. Students continue to add questions & reflections <u>Closure</u>: 1. Examine your map for closed vs open-ended questions. Which information resources will help you answer these? (*knowledge practices*) 2. Discuss bias & emotions related to topics & maps. As a class, create strategies list on how we process/manage these. (*dispositions*} 3. Introduce research question frameworks <u>Assessment</u>: Post-workshop survey Students upload a picture of their map & answer questions: ● "I found Question Mapping helpful" (5-point Likert) ● Why/Why not? Explain your answer. (long text) ● What is your next step for this project? ● Reflect on your process today. What question(s) will you explore first? Do any of your questions elicit emotional reactions? What self-care plans do you have in place, if needed?

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Change log

1. Changed “deal” to “manage” under knowledge practices.

2. Added disposition: “maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases”.

3. Added learning objective: “Reflect on their personal experiences and/or bias(es) as related to their topic & inquiry process”.

4. Pre-workshop survey:
    a. Added “How do you feel about [research topic]?”
    b. Removed question from pre-workshop survey: Describe your previous experience with research. What do you think you’ll need to be successful with your literature review?
    c. Added “Read the following statement: “Researchers maintain an open mind and seek multiple perspectives while gathering and evaluating information, accounting for personal and systemic biases”. Considering your previous experience with research and your assignment in this class (literature review), record your reactions/reflections to this statement. What do you think you’ll need to be successful?”

5. Introduction & engagement:
    a. Removed: “anticipated needs word cloud & strategies for this inquiry”
    b. Added: “How might our “subjective lenses” impact the process & findings?”

6. Model:
    a. Added: Share my position & bias; adding reflections to map as I think aloud: “While I selected this topic due to high personal relevancy and interest, am I prepared to explore the emotions that arise considering my experiences?”

7. Guided practice:
    a. Added: “Discuss subjective lens/bias and any related feelings connected to your questions. Are there any perspectives missing from your partner’s map?”}

8. Independent practice:
    a. Added: “& reflections”

9. Closure:

    a. Added: “Discuss bias & emotions related to topics & maps. As a class, create strategies list on how we process/manage these.”

10. Assessment:
    a. Added: “Reflect on your process today. What question(s) will you explore first? Do any of your questions elicit emotional reactions? What self-care plans do you have in place, if needed?”