|  |
| --- |
| **Source Credibility - Introduction** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Level:** | Foundation (Levels 3) and Level 4 | | **Activity duration:** | 25 minutes | | **Guidance:** | Expose students to various sources so that they do not assume all academic sources are restricted to books and journals.  Sources from the module reading list can be used. You may also select a TED Talk by a specialist as a credible source. | | **Additional resources** | Source Credibility Framework | | **Outcomes:**   * Support students to identity current sources of information. * Support students to distinguish between poor and good quality sources. * Introduce a framework that students can use to assess source credibility. | | | **Pre-task preparation:**   * Familiarise yourself with the tasks and Source Credibility Framework. * Select a range of credible sources (journal article, conference paper and/or video, for example) to demonstrate the wide range of sources students may access whilst studying on their programme. * Select a couple of sources that are not credible possibly a website and newspaper article. | |      |  | | --- | | **Steps to implement the activity:**   1. Think, pair and share: ask students to identify sources and outlets where they access information. Get students to discuss this in pairs. Finally review as a group. 2. Create a brainstorm to refer to later (possibly a follow up session). 3. Ask students how their choices of sources will be different on their programmes 4. Elicit from students’ components of source credibility they would need to consider 5. Present each of the five components from the ‘*Source Credibility Framework*’. 6. Initiate group discussion for each component to instil the concepts further.   **Extension activity:**  Present two short videos that discuss the same topic. Ensure one is overtly more credible to reinforce the importance of source selection and credibility. Students discuss their opinions. | |