|  |
| --- |
| **Annotated Bibliographies- Assessing Sources** |
| |  |  | | --- | --- | | **Setting:** | Seminar | | **Preparation duration:** | 30 minutes | | **Level:** | Levels 3-4 | | **Activity duration:** | 45 minutes- 1 hour | | **Additional guidance:** | You may select the sources needed for this activity from the module reading list.  This activity follows on from the Introducing Source Credibility activity.  The Source Credibility Framework worksheet has a summary of the different components related to source credibility. | | **Outcomes:**   * Support students to identify the quality of a source * Consolidate the features of sources through exploring sources * Promote students analytical skills through their assessment of sources | | | **Pre-task preparation:**   * Select selection of articles, texts and/or videos that all cover a similar topic * Create a source marking grid/worksheet, you can build this using figure 1 from Source Credibility Framework worksheet, a simple example can be found in figure 2. This can be constructed as detailed as you require according to students’ level of familiarity with types of academic sources. * Ensure the room layout is suitable for students to work in groups of 3-5 | |   **Steps to implement the activity:**   1. If you have done the Introducing Source Credibility activity begin by reviewing the components of source credibility. 2. If you **have not** done the Introducing Source Credibility activity begin the task by introducing the concept of source credibility 3. Brainstorm by eliciting from students what they believe they should be looking for when assessing the credibility of a source 4. Present the source marking grid/worksheet and provide an overview of what students should be looking for when scoring the different components 5. Divide the students into groups of 3-5 according to the source they have been allocated (provide a different source to each group, with very large cohorts you can have 2 groups looking at the same source) 6. Allow 20-30 minutes for students to refer to their sheets and complete their grids/worksheet 7. Instruct students to score each component on a scale of 0-5 8. Ensure students make relative notes to support the scores they’ve allocated. 9. Return students as an open group, each group must then provide an overview their source 10. Conduct a discussion/debate to decide which source is most credible   **Extension activity**:   * Provide students with an alternative source so they compare it to the original source they were given |