



Creating Critical Skepticism



Frame(s): Authority is Constructed and Contextual	Level: 400
Duration: 50-75 minutes in class; pre-class preparation in eLearn	Discipline: Sociology/Criminology

Learning Objective:

Students can evaluate sources using appropriate criteria in order to develop a skeptical stance and an awareness of their own biases and worldview.

Learning Outcomes for Lesson:

Students will critically evaluate a set of resources, select two sources that are appropriate for their task, and articulate why these sources meet their criteria.

LESSON PLAN:

Flipped Model

- This lesson works well if linked with a topic students are exploring in class.
- Students will select materials they would use for the assignment, and then evaluate them on their own with the criteria presented. Since it is likely that their topic will be one that will have a variety of opinions, they will have to determine what sources of information are most relevant to their arguments.
- They will put their sources and the evaluation of their sources on the discussion board.
- This assignment works well for group projects where each group has to present on a different issue. The discussion board can be limited to the members of the group who can help their participants refine their topic.

Instruction (5 min)

- The librarian/lecturer will discuss the assignment and the feedback students provided online after their initial searches.
- Discuss selection and evaluation of sources.
- Librarian/lecturer will introduce an appropriate database or other searching tool and briefly reinforce the important criteria for evaluation.

Hands On (10 min)

- Students selected 2 items on their own in the Flipped portion of this assignment.
- Students find two articles and use evaluation criteria.
- After selecting two items, students use Google to do a bit of research on the author, and go to Google Scholar to see how well-cited the articles are and see if any of the articles citing their initial article are more interesting than the article they selected.
- Students will do this process iteratively until they have selected two articles that they feel are excellent and meet the evaluation criteria.

Group Activity (20 min)

- Groups working on the same topic will come together to discuss their sources.
- Students will have two sources from the pre-activity, and two sources from the class activity.
- Students will discuss which of their four articles they think is most appropriate to their needs.

LESSON PLAN (cont.):



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Reporting Back (10 Minutes)

- Each group will have the opportunity to present to the group which source(s) they think best meet the needs of the assignment.

Wrap up (5 Minutes)

- Students will discuss the evaluation criteria presented and discuss whether or not they feel the criteria are appropriate for their needs.
 - ⇒ What would they keep?
 - ⇒ What would they change?
 - ⇒ What is the most important criteria?