

Activity Title: Interrogating a Source**Learning Objectives:**

Students will be able to

- Identify relevant evidence and information in a scholarly article
- Distinguish different kinds of evidence
- Connect relevant evidence to a range of different information needs

Estimated Time: 20-30 minutes

Resources:

- At least two scholarly articles, both on similar topics
- Padlet, Jamboard, a whiteboard, or other collaborative brainstorming space
- A list of several possible scenarios that present an information need on a topic related to your course and the articles you selected; for example:
 - You're working with a government task force to research the effectiveness of different quarantine and shelter in place plans.
 - As part of an ad campaign for a non-profit trying to encourage adherence to social distancing regulations, you are researching attitudes and behaviors about social distancing.
 - Your grandmother is asking your advice on if it would be safe for her to receive a COVID vaccine.

Summary: This is a two-part exercise in which students work in small groups or teams to first identify relevant evidence in an article and then suggest ways they could use that evidence for several different scenarios, both scholarly and non-scholarly. While it's designed for in person classes, you could assign it remotely by providing stable URLs to the articles in the library database and having students work together over Zoom.

Instructions:

- Split your students into pairs or small groups.
- Assign each pair or group an article to work with. It helps to have at least two different articles, ideally ones that are easily accessible through the library and are relatively short!
- (Approx. 10 minutes) Have your students scan through the article and use either physical or virtual highlighters to highlight different kinds of content in different colors. You can assign categories of information that are specifically relevant to your subject area, but we use:
 - Yellow = Population(s); who is being considered? Why?
 - Blue = Variables; what factors are being investigated?
 - Green: Impacts; what are the effects we're asking about?
 - Red: Conclusions; what facts were discovered or suggested by the research?
- (Approx. 5 minutes) Working in the same groups, present your students with the list of theoretical scenarios, and have them brainstorm ways they could use the evidence from their article to address each scenario. Have students share these ideas on a Padlet, a whiteboard, or other shared resource.
- (Approx. 5 minutes) Open the floor for a group discussion and sharing out of ideas for each scenario.