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| **Introducing a Critical Appraisal Tool 2: Appraising Sources** |
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| **Setting:** | Seminar |
| **Level:** | Level 5+ |
| **Activity duration:** | 15 - 20 minutes |
| **Guidance:** | This lead on from *Introducing a Critical Appraisal Tool: A Critical Appraisal Tool*  |
| **Additional resources:**  | Visit <https://casp-uk.net/> to support your construction of a critical appraisal tool.1. *Critical Appraisal Overview Information Sheet*
2. *Academic Sources Information Sheet*
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| **Outcomes:** * Enhance students’ ability to appraise academic sources
* Stimulate peer review of academic sources
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| **Pre-task preparation:** * Select a range academic sources (include a book chapter, policy document, trade newspaper, a blog and/or a TED Talk – subject specific related)
* It is advisable to use sources from the Reading list from the Course Guide that will be common to Level 5+ students at this level of study.
* Select themes from the sources to facilitate students to build arguments
* Construct a tool that follows a CASP model - adapt this so it correlates to the assessment criteria of the module \*\*(please note: depending on the nature of the study and the research method the CASP tool will differ)\*\*
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**Steps to implement the activity:** 1. Introduce the ‘*Academic Sources Information Sheet*. Use this exercise to generate a discussion on the types of sources that can be critically evaluated.
2. Present the *Writing a Critical Appraisal Overview* worksheet and discuss each part of the process.
3. Divide students into groups and distribute the sources so each group is looking at a different source.
4. Ensure students take notes so they have an account of the different sources.
5. Conclude the activity with a brief discussion on whether they would select the sources they’ve analysed for any upcoming assessments.

**Extension Activity:** * Ask students to write up their summary of a source they’ve reviewed in the session and post to the Moodle page so that students can view all summaries completed.
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