|  |
| --- |
| **Introducing a Critical Appraisal Tool 1** |
|

|  |  |
| --- | --- |
| **Setting:** | Seminar |
| **Level:** | Level 5+ |
| **Activity duration:** | 15 - 20 minutes |
| **Guidance:** | This leads on to *Introducing a Critical Appraisal Tool 2: Appraising Sources* |
| **Additional resources:**  | Visit <https://casp-uk.net/> to support your construction of a critical appraisal tool. 1. *Introductory Critical Appraisal Grid*
2. *Academic Sources Information Sheet*
3. *Academic Sources Matching Activity*
 |
| **Outcomes:** * Introduce the concept of a critical appraisal tool and its significance
* Encourage students to be more critical of the sources they consult
 |
| **Pre-task preparation:** * Select a range journal articles (depending on the size of the group 2-4 is advised)
* 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.
* Make a note of the methodology and, if applicable, the sample size of each article to refer to during discussions
* Select themes from the articles 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)\*\*
 |

**Steps to implement the activity:** 1. Introduce the ‘*Matching Activity Information Sheet*. Use this exercise to show the different types of academic sources.
2. Review the importance of being analytical when accessing sources.
3. Ask the students to brainstorm what they currently do to critically appraise a source (Use Padlet or Mentimeter to record answers)
4. Present the theme for the literature you would like students to analyse within the sources they’ll be looking at shortly.
5. Elicit key words and possible findings from the students.
6. Present the CASP tool you’ve made for the session and introduce the ‘*Introductory* *Critical Appraisal Grid* worksheet*.* Discuss how to complete the grid.
7. Divide students into groups and distribute your chosen source so each group is looking at the source. Where there is a large cohort (25+) you may allocate a different source to two groups.
8. Allow the students to read their source and complete the *critical appraisal tool/grid* collaboratively.
9. Explain to the group that they will need a representative to discuss their findings and feedback to the whole group.

**Extension Activity*** Ask students to upload their completed CASP tool/grid to the Moodle page or Padlet so other students can access these later

 |