

Supporting Flexible Learning - Example

- [Non-synchronous structured learning activity](#)
- [Stand-alone tutorial that can be linked to from Canvas](#)

Topic: Evaluating Information: Online Journal Articles

Stage: 1/2

Duration: 40 minutes

Learning Outcomes

Students will be able to

- Recognise why it is important to critically evaluating online resources
- Apply evaluating techniques when analysing online resources
- Confidently evaluate resources
- Know where to find help on evaluating techniques

Structure

The tutorial takes students through the evaluation of a convincing but fake journal article about Drop Bears. Six evaluative questions are posed, students apply these questions to the article to practice their critical thinking skills.

WATCH: [Evaluating Information: Six Question](#) (5 minutes)

- Video introduces students to six evaluative questions that they will use throughout the tutorial.

SHARE: Rate the Article (1 minute)

- Students provide an initial quality rating on the article they will be examining through the tutorial.

READ / EVALUATE: Who? (3 minutes)

- Explores the concepts of authority and credibility.
- Provides information on the article's author and some critical questions to ask.
- Students rate the authority of the article.

QUIZ: Author Credibility (2 minutes)

- Short quiz style question checking student's understanding of ways to verify authority.

READ / EVALUATE: What? (3 minutes)

- Explores the concept of relevance.
- Provides critical questions to use to check relevance.
- Students rate the relevance of the article to the example assignment based on the abstract.

READ / EVALUATE: When? (3 minutes)

- Introduces the idea of currency.
- Provides critical questions to use to check currency of an article.
- Students to find the publication date of the article and rate its currency.

READ/EVALUATE: Where? (3 minutes)

- Introduces the importance of recognising the reliability of a source.
- Highlights places to find reliable information, such as Library Search or Subject Guides.
- Provides critical questions to use to check a resource is reliable.
- Students are provided with information about the article's publisher and asked to rate the article's reliability.

READ/EVALUATE: Why? (3 minutes)

- Introduces the idea of purpose and highlights the problem of fake news.
- Explains the benefits of peer-reviewed articles.
- Provides critical questions to use to help understand the purpose of an article.
- Asks students to read the introduction of the given article and to then rate the validity of its purpose.

READ/EVALUATE: How? (3 minutes)

- Focuses on the accuracy and reliability of the article by pointing students to investigate the references, images and data used.
- Provides critical questions to help students explore the accuracy of an article, including questions relating to bias and sources used in arguments.
- Students rate the accuracy of the article.

READ: Why the article fails its critical evaluation (3 minutes)

- Provides feedback on answers to the questions asked through the tutorial, highlighting where the article showed potential and what ultimately lets it down.

COMPLETE: Quality Rating (1 minute)

- Students give a final rating for the academic quality of the article.

QUIZ: Evaluating Information (5 minutes)

- Signposts students to an [Evaluating Information quiz](#) and recommends they take the quiz on this page to check learning.

EXPLORE: [Evaluating Information](#) and [Fake News Guides](#) (5 minutes)

- Provides final signposting to guides for further help and support.

Assessment opportunities

- The tutorial is self-marking, providing formative feedback throughout.