***Did you know*** is not enough: going beyond the facts

**Relevance to AR in the City**: AR in the City presents students with a randomly generated range of ‘facts’. Students can use these facts to find out more about the social life of the city. This exercise allows students the opportunity to go beyond the presented ‘fact’ to think critically and challenge the evidence underpinning the ‘fact’. In today's information age, it easy to do research but this makes it important to evaluate sources for credibility. Students face an overwhelming amount of information when searching online for sources. Knowing how to evaluate online sources is crucial to all areas of students’ education.

|  |  |
| --- | --- |
| Suitable for Pre-degree/undergraduate/other (please specify) | Pre-degree and undergraduate |
| Your name and affiliation | Dr Helen Jones: Higher Education Academy |
| Intended Learning Objectives  Each learning outcome should be simply and clearly expressed, and capable of appropriate demonstration of achievement.  Each learning outcome should be written so that it follows on from the statement: On successful completion of this exercise, the student will be able to… | On successful completion of this exercise, the student will be able to:   * Work with others to find relevant references to support or challenge facts * Analyse the source of the facts * Judge the credibility of the sources |
|  |  |
| Delivery Plan (Individual F2F, group classroom, field trip, blended (F2F and online), fully online) | Group classroom |
| Approximate time to complete | 30 - 50 minutes |
| Lesson content | Divide class into groups of 5 or 6 students.  Groups use AR in the City to find 3 ‘facts’ about the city. These facts may be from just one of the key themes (housing/crime/family/census) or from a mixture, to be determined by the tutor.  Each group write their chosen ‘facts’ on the flip-chart paper.  Each group use laptops/devices to search for **credible** sources to support or challenge these facts:   * Does the source have a credible author? * Is the source up to date (does it have currency)? * Does the domain suffix (.org .gov .ac) provide clues to credibility   Students write the sources onto post-it notes and stick these onto the flip-chart paper. When at least one source is found for each fact, the group writes a three sentence summary onto the flip-chart paper of how they accessed their sources, which they felt were the best sources and why.  Students can then read the flip-chart findings of other groups and judge the credibility of the sources by giving a coloured dot (or writing a tick) against those they feel are most useful. |
| Materials | AR in the City  Ipad/Iphone/smart device capable of reading AR  Post-it notes  Flip-chart paper  Coloured sticky dots or coloured pens |
| Summary | When working on a future assignment, it is very important that students use credible sources. There are some important things students should think about when choosing a source. Students should think about who is writing the information and what makes them an expert on the subject. Wikipedia is never enough!  Take a photo of the flip-charts and upload it to Twitter using #ARintheCity  This exercise can lead on to students writing a blog article about the importance of credible sources. If they do please let us know by tweeting and include the hashtag #ARintheCity |
| Additional information/resources | Evaluation Cheat Sheet - <http://www.wikihow.com/Sample/Source-Evaluation-Cheat-Sheet> |
| Notes |  |