The Innovative Library Classroom (TILC) Conference

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Making Misconceptions Visible: Rethinking Pedagogy to Challenge Students' Thinking

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01. Transmission Model of Teaching

The Lesson: Give students the CRAPP test document as the methodology for evaluating sources. Using the questions on the CRAPP test, walk the students through a PowerPoint presentation of sources and discuss why they fail or pass the CRAPP test.

The Outcome: Since students didn't engage in creating the methodology and they didn't practice the skill on their own, they walked away with their misconceptions intact.

02. Adding a Disorienting Dilemma

The Lesson: Give students the CRAPP test document as the methodology for evaluating sources. Split the class into groups and give each group a source to evaluate. Using the questions on the CRAPP test determine if the source is credible or not.

The Outcome: Since students didn't engage in creating the methodology and we didn't discuss it, they placed more value on some criteria than others and cherry picked the CRAPP test questions they applied based on that ranking.

03. Applying Student Thinking to a Disorienting Dilemma

The Lesson: Use a jamboard to crowdsource ways that students evaluate information. Facilitate a discussion on those criteria. Students are broken into groups and given a problematic source to evaluate. They use the criteria they created to provide a recommendation of whether they would use a source and in what context.

The Outcome: Since students engaged in creating the methodology for determining credibility, they've made their thinking visible. The problem based scenario required them to engage with their thinking and challenge their misconceptions.

Further Reading