

Lesson Title	Critical Thinking/Reading
Course	PSY 1730
Lead	Librarian and instructor
Location/# of students	Library Classroom/ 25 students
Duration	75 minutes
Learning Goal(s)	Students will learn to read information, including information found on the Web, critically and apply it to a problem or decision.
ACRL Standard(s)	1, 2, 3 and 4
Summary	Students are asked to find information to help them make a decision about a scenario presented by the instructor (See example below). They post one website to a class LibGuide or Blackboard. Students then come to the library classroom for a series of “votes” on what they decided, based on the information they found before class and new information found in class.
Materials/samples/ handouts	Scenario with instructions, to be provided to students prior to the library day. A LibGuide, if used for posting examples.
Prerequisites or Suggested Sequencing	Students must complete their homework of posting a link to information that they found to help them make a decision.

Lesson Overview

Topic	Time
Introduction	5 minutes
Decision Corners	5-10 minutes
Explaining Sources for Decisions	10 minutes
Re-evaluate: new decision corner	5 minutes
Question breakdown	10 minutes
Team research	15 minutes
Team presentations	10 minutes
Re-evaluation	5 minutes
Wrap-up	5 minutes

Learning Activities

		Time allotted
Introduction	Introduce co-teacher and have students assemble their research on the issue assigned.	5 minutes



Decision corners	Students who say Yes to games go to one corner of room; students who say No to games go to another corner. Within those groups, each group summarizes the 3 main reasons why they made that decision and presents that to class. Teachers facilitate.	5-10 minutes
Explaining Sources for Decisions	Teachers question students about why they chose to trust the information used. Students explain sources and why they trusted them.	10 minutes
Re-evaluate	Anyone change his or her decision? If so, move to appropriate corner of room. Explain why changed mind.	5 minutes
Question break-down (correlates with Question as a Conversation)	Teachers help students examine the sub-issues involved in the larger issue. Students respond with what factors/issues were considered in their decision. Teachers make a Concept Map of Issue and sub-issues on board. Also make a Chart to help analyze the importance/ranking/influence of the sub-issues. Students and Teachers come up with a list of sub-issues to research about further.	10 minutes
Teams research	In pairs (or threes), students are assigned (or volunteer) to research each sub-issue. Each pair will report the 3 main points of what they found out and explain the sources for those points.	15 minutes
Teams present	Each pair presents the 3 main points of what they found out about their sub-issue and explains/justifies the sources for those points.	10 minutes
Re-evaluate	Anyone change his or her decision? If so, move to appropriate corner of room. Explain why changed mind. Evaluate level of Bloom's Taxonomy.	5 minutes
Wrap Up	Teacher facilitates discussion of what students 'got' from this? What will you 'walk away' with? How did it feel to be actively involved in your learning (active learner)? How will you use this when you have to write persuasive essays/papers in college? If Time Permits: - show video clip of Colbert Report Wikiality.	5 minutes



Sample Scenario

One week prior to the team-teaching day, hand out the following scenario to students. (Note, the issue to be discussed can be changed each Psy 1730 session)

“Your 10 year old child comes back from a play date with a friend, and raves about that friend’s video game console. Your dear child **really** wants a video game console of their very own (Xbox, Wii, etc.) and is persistent about asking you to buy them one. You talk to your sister about it, and she says, quite firmly, that she won’t allow her kids to play video games because they are harmful. You talk to another friend, and ask her opinion. This friend says video games are harmless and might even be beneficial to kids. Obviously, you need to do some research on this matter yourself.

Your task for the next week (due for class on _____) is to research this issue in any way you see fit. You need to find information that will help you make a decision about whether to get a video game console for your child. When you come to class on _____, you will be asked to explain and justify your decision.

Additionally, you are required to post a useful comment, link, or summary of information on the Lib Guide for this assignment. This post can refer to any source you use to help you make a decision. (insert Lib Guide address/link)