

Scholarly vs. Popular Activity

Learning Outcomes: *Students will...*

- (2) Evaluate information with an awareness of authority, bias, accuracy, and origin in traditional sources and AI content.

Preparation:

- Print: Stacks of print periodicals enough for each group of 3 students to have multiple examples of both scholarly and popular sources.

Activity Plan:

1. **[5 min] Framing:** Introduce the activity and connect with conversations going on in the course and assignment.
2. **[10 min] Activity:** In small groups students sort a pile of periodicals into scholarly and popular stacks. Have them create a venn diagram indicating unique features of each.
3. **[10 min] Discussion:** Highlight unique features of periodical types, focusing on creation and editorial processes, authorship, and the impacts of these factors on focus and content.

Scholarly Sources

- Written by scientists or academics
- Written for scholars or students
- Publication & review can take 6-months to a year

What to look for:

- Many citations
- Academic language
- Mostly text with figures and charts



Popular Sources

- Written by generalists or journalists
- Written for general public
- Publication & editorial process may be daily or weekly

What to look for:

- Citations may be linked or not present
- Photos, advertisements, glossy pages



9