



## INSTRUCT TEACHING GUIDE

### 7. SCHOLARLY COMMUNICATION AND ACADEMIC SOURCES

If your students are completing an assignment using academic sources and you want them to have an understanding of scholarly communication, refer to:

- Tutorial: Scholarship as Conversation
- Video: Peer Review
- Tutorial: Why Citations Matter
- Video: What is Authority?
- Video: How to Read Scholarly Materials
- Tutorial: How to Read Scholarly Materials
- Tutorial: Annotated Bibliography

#### DISCUSSION TOPIC

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##### **Sharing Information**

How do students share findings? Research papers, social media, conversations, etc.? Do they understand their place in the larger world of information and progress? Brainstorm avenues of sharing or packaging information for others. What about ethics when it comes to information sharing? How does society factor into sharing information? Societal factors may be a worthwhile perspective when considering various countries' censorship issues.

#### ACTIVITIES

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##### **How to Read Scholarly Materials**

Provide students with a scholarly article printed on paper. Have them break it down into different components by literally cutting the paper into separate pieces, broken down by section. Then ask them to rearrange the pieces in the order that they need to read them based on information from the lesson.

Alternatively, have students work as partners and compare their abstract summaries. Are their summaries similar? How do they differ? This will show students that abstracts are very much open to interpretation.

##### **Reading Abstracts**

Provide students with an article and direct them to read the abstract—nothing else. In their own words, students will predict what the article will be about using only the information that they read in the abstract. Then have them read the rest of the article to find out if their predictions were correct. This activity points out that reading the abstract will not tell students everything that they need to know.

*This teaching guide can be used by Instruct customers who have selected the Information Literacy content package.*