PADRE: Information Literacy & Critical Thinking Criteria
Dale Larsen, University of Utah Marriott Library.
http://campusguides.lib.utah.edu/padre

Instructions: Break the class up into groups (3-5 students) who will then use the criteria to grade any information (ideas on page 2). Students are typically given 10 minutes to grade, then each team reports back to the class on how they think the sources did.

Librarian Note: The commentary of other teams and the teacher are part of the reflection process - as such, this doesn't work particularly well as a written or individual assignment - Dale.

**Purpose**
Do I know, or can I tell why the information exists? What is the intended purpose?

- To inform by showing more than one point of view, good data/evidence, and allowing the reader to make up their own mind/conclusion.
- To entertain
- To sell or make money
- To persuade
- I don’t know
- To mislead, provoke, frighten

**Date**
When was the statement or work produced? -and does that matter?

- Timely and Contextually relevant
- Timeless - the date doesn’t matter
- Too old OR Out of context due to date
- I don’t know OR No Date Available

**Relevance/Reflection**
I’m asking myself: what am I looking for? Why
do I need (or want) this information? Am I making an important decision, or am I just bored? Am I reacting to it in any way?

- I don’t know why I have this information

**Authority**
Who is saying this? What is their expertise or education or experienced background? “Who do they think they are”?

- Scholar/Professor/Researcher in the subject matter or person many years of experience
- Experts and Professionals in the field of study
- Self-representing OR Self-published
- Misrepresenting their authority or anonymous
- I don’t know

**Editors**
Who agrees with the author? Whom do they represent? (A group, a company, a national organization, a university?)

- Published in a peer-reviewed journal
  Nobel prize winner OR other high-impact award
- Published in an academic journal or publication that represents a trade, or field of study
- Published by a widely respected (and edited, not self-published) source (it is ok if you disagree with it)
- Published as an opinion piece/editorial, self-published, blogs, no editor
- I don’t know

June, 2018 | Dale Larsen
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Group Discussion Scenarios Exercise
Note: each team needs a computer/tablet with internet access OR a canned/pre-selected source on display on the classroom screen or paper handouts.

OPEN WEB SEARCHES (suggestions - but you could go with any topic, really)

Race to the Bottom! aka Find the Worst Thing
Each small group takes 10 minutes to find the “worst” source on any given topic
- using the PADRE criteria, as a class, grade the value of each source.
- there will be disagreements and differences of opinion - highlight these discussion as a natural part of the public/qualitative discourse.

Topics: Climate change, college debt, drug abuse, basketball, etc.
- you can pick any current topic that will have opinions on the web
- do test searches before class to see if the results suit your students’ level of maturity - there’s a lot of polarized “meaning making” rhetoric out there :-)

Race to the Top! aka Find the Best Thing
Same as above - but we’re shooting for the top of all PADRE criteria

Pro/Con - (take longer)
Each team is assigned a hot topic and has to find a PADRE high-scoring example of two opposing viewpoints of the issue: pro-con.org, pewresearch.org - are good places for the instructor to find topic ideas beforehand.

Canned Samples (for whole class discussion - make your own, it’s fun!)

To Entertain me
To Inform / educate me
To sell me something
To persuade me, to change my mind

What is the PURPOSE of this information? (discuss any website, article headline, statement, etc.)

Acting
Diet and hydration advice
Driving skills advice
Teaching a second language

What topic is this person an AUTHORITY on? (discuss any person, group, etc. - and make up the topics they may or may not be an authority on)