



Delving deeper into an article at 'second glance'

Having completed the activity 'Extracting key information from a scientific article at first glance', students now develop their ability to gain a more detailed sense of the structure and subject matter of an article.

Outcomes

Students will be able to:

- locate the theme(s) and keywords within an article
- summarise the theme(s) of an article
- use these skills to make judgements about the value of an article based on browsing.

Time required

30 minutes

Outline of the activity

The briefing sheets include questions that relate to the Catalyst article 'TB or not TB?'. These could easily be adapted if you wish to use other articles on topics of your own choice. All students could be issued with the same article, or you could get the students into pairs, with one student looking at one article, and the other at a second. They could then discuss their findings at the end of the activity.

1 Ask 'How can we draw information from the article without reading every word?'. If students stick with what they learned in the previous activity, point out that you are looking for a bit more detail this time. You could write some suggestions on the board.

2 Issue the article and briefing sheet to the students. Explain that they are being asked about *where* the answers to the questions are in the article, rather than the actual answers themselves. Give the students 10 minutes to read through their article and complete the briefing sheet.

3 Go through the answers to the questions, identifying what students have done wrong if they do not have the correct answers.

Tips and strategies



It is important to ensure that students are aware that this 'second glance' approach is still a selective reading method which will require them to 'skim read' to an extent, rather than reading every word in the article. The tips given on the briefing sheets will help them to implement an approach that allows them to complete the task in the time specified.

After completing this activity, explain to students that they will benefit from using the skills they are learning in these LSS activities, whether they are reading a chapter in a textbook, an article in a publication, or a web site. This will help them to make judgements about the value of the article they are reading, as well as helping them to speed up the process of locating and extracting the information they are looking for.



Delving deeper into an article at 'second glance': briefing sheet

In this activity you develop the skills necessary to obtain information from an article.

You have 10 minutes to look at the article you are given and answer the questions below.

Tips: Read the first line of each paragraph, note the keywords, look at the illustrations and captions, and read through equations and formulae.

Part A Bibliographic details

1 Write down the following bibliographic details of the article:

Title: _____

Year of publication: _____ Place it was published: _____

2 Who is (or are) the author(s)? _____

Are they experts in this field? How do you know? _____

3 What further information can you give about the author(s) (e.g. location, occupation, qualifications)?

Part B Looking at the article

Write down where you found the answers (i.e. which page/paragraph in the article) NOT the answers to the questions themselves!

1 Why is TB in cattle of concern to humans?

2 What is the difference between TB and bTB in humans?

3 How can you test humans for TB infection? _____



Delving deeper into an article at 'second glance': briefing sheet

4 How many cattle were slaughtered in 2002 as a result of being tested for TB?

5 What is the UK policy on dealing with 'reactors'? _____

6 How did the scientists in the Independent Study Group (ISG) organise their study?

7 What was the question being addressed in the Bourne report?

8 Why did most of the study take place in S.W. England?

9 Does badger culling have a statistically significant effect?

10 What type of analysis did the ISG use to decide whether or not to recommend badger culling as a preventative measure for TB?

Part C Evaluation

11 Do you think this is a scientifically useful article? Explain your answer.
