

A New Way to Teach Secondary Source Research: Source Discovery

By Elizabeth Sherowski. 28 Perspectives 32 (2020).

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Reviewer's Summary:

Sherowski asserts that the teaching of secondary sources lags behind other research instruction because it remains "source based" instruction. This both eliminates the possibility for active learning and limits the number of secondary sources students become familiar with to those covered during class. Sherowski suggests the "source discovery" method of instruction as a solution to this problem. Based on the "genre discovery" method of teaching legal writing, Sherowski's "source discovery" method provides small groups of students with a secondary source and a finding aid. Groups must complete a "source summary" in which they answer questions about their source. Students are then asked to come up with scenarios for which the source would or would not be useful. Each group reports on their source and selects a source from which to complete a short research assignment. Sherowski concludes that source discovery improves students' mastery of secondary sources and promotes information literacy.

Summarized by: Jill Sturgeon, University of Colorado, Wise Law Library, in 2020.