



I'm not robot



reCAPTCHA

Continue

## Hinduism and buddhism primary sources worksheet answers

Basic online sources are a valuable resource for students studying religious studies in religious studies. They provide first-hand factual information about beliefs and practices of religious traditions, movements, cults and so on. In addition, they are easily and freely available online. Given their value as information resources, students need to be able to identify the underlying sources and understand how to use them in academic research. The purpose of this article is to describe activities to teach literacy that focus on the main sources of religious studies. These activities are intended to provide information for academic librarians who teach or lead undergraduate students how to identify and use basic sources. Basic information about religions is abundant on the internet. This information takes various forms: classical religious texts (in their original languages and in translation), websites of specific sect and religions, religious images, audio and video files (e.g. speeches and sermons of religious leaders, rituals, practices, etc.). These basic online sources are a valuable source of information for undergraduate students in religious studies. A student interested in Theravada Buddhist doctrine can find most of the Canon Smokes online. A student interested in contemporary Buddhist views can watch the Dalai Lama's lecture on the Four Noble Truths on YouTube. Similarly, there is no shortage of websites providing basic source information about Hinduism, july, biblical interpretation among evangelical Christians, Muslim observance of Ramadan and so on. It is safe to say that almost every major religious group (as well as many smaller sects) has its own website containing first-hand information about the group's beliefs and practices. Although basic sources provide valuable information for students, they are also problematic. In order to use primary sources effectively, students must have the necessary knowledge and skills. Among other things, students need to know what is the main source and appreciate the potential value of primary sources in their research. They also need skills to identify, locate and evaluate basic online sources. Many students enter universities and universities with poor literacy (Andretta 8). Such students are unlikely to have a clear understanding of what the primary sources are or recognize how basic sources can contribute to their research. The ability to effectively use basic online sources is something that students must be taught by their professors and librarians. The aim of this article is to describe literacy activities, to help students acquire the skills needed to make effective use of primary sources. Before we present the action, we begin with general comments on two questions: (1) What is Sources? and (2) How are primary sources assessed? Discussing these two topics will help provide a conceptual and theoretical basis for further action. In the literature of the library and computer science you can find different views of primary sources. Primary sources have been defined or described as first-hand information, original thinking and observations, new information, the level at which information is generated, and the source materials that scientists in a given field study generate when they generate a scholarship (Bobish 134; Cheek, Duskatsch, Hill and Walsh 4; Kent-Drury 1; Taylor, Arth, Solomon and Wilkinson 38). Bobish (134) described secondary sources as sources – That... interpretation of information collected from primary sources. This seems to suggest that the main sources are, among other things, uninterpreted information. Describing the primary source as first-hand emphasizes the source's proximity to the topic or subject. As Taylor et al. explained, the main sources of information are those closest to the actual event, period or person in question (38). Primary sources are sometimes identified (implicitly or explicitly) with a specific type of information or material. Siebels (62) cited Helen Poulton's definition as the notes of witnesses or first event records. Mernip's discussion (253, 255) on primary sources focuses on manuscripts or archival material, whether it is in its original form or reproduced in another printed, digitized and/or online format. Instead of defining primary sources, the meaning of this term is sometimes communicated through lists of sample materials. Diaries, eyewitness accounts, oral stories, newspaper articles, original scientific research, artifacts and so on are typical elements found on these lists. Some letters are even more detailed, including letters such as the diary of a woman who traveled west in a covered wagon or letters from a soldier in the Civil War (Iannuzzi, Mangrum and Strachart 50). For the purposes of teaching literacy information, we believe that many of the definitions and explanations listed above may confuse or mislead some undergraduate students. For example, how can a student understand original thinking or uninterpreted information (Taylor et al. 38)? Does the uninterpreted means that the primary source contains an interpretation (e.g. an interpretation of the Vedic script)? Isnt the Bible the main source because some of the information is not original or new, but comes from non-common traditions? It is a transcript of the sermon by the pastor is not the main source, because the text was provided by and therefore the original? Describing basic sources as the level at which information is generated may confuse some undergraduate students (Cheek et al. 4). Literally interpreted expression may give the false impression that primary sources always present new information and vice versa that secondary sources never present new information. The return of Kent-Drury is potentially confusing as well. It describes primary sources as source materials that scientists use in a given field study when they generate a scholarship (Kent-Drury 1). Does this mean that scientists never use secondary sources as source materials to generate a scholarship? The answers to these questions may be obvious to librarians; may be much less obvious to students. Even describing primary sources as first-hand information can be problematic without adequate emphasis on the context-dependent nature of most primary sources. For example, an infant website can be the main source if the research question concerns the beliefs of modern infants. This can be a secondary source if the research question concerns the historical origins of Hinduism (in this case, probably an unreliable secondary source). Similarly, a yoga book written by Mircea Eliade is a secondary source for a student interested in yoga. The same book for a student interested in Eliade's methodology. Even an article in an academic journal – almost always classified as a secondary source – can be the main source for a researcher studying the standards of academic publishing. These examples illustrate how information is rarely basic in any internal sense. On the contrary, it becomes fundamental to a specific research question. Defining primary sources as first-hand information means an interdependent relationship between a topic and a source (information is first-hand only for a specific topic or question). However, explanations or descriptions of basic sources intended for students must clearly indicate, as some students may not recognize this implied meaning. Why is it important that the sensitivity of the content of primary sources is public? This matters because students who do not understand this point may find it more difficult to identify some basic sources. Religious studies may have the impression that any information expressing a religious perspective is necessarily the main source. The impression, however, is false. A Muslim website will most likely be the main source if the subject of the research is the beliefs of (some) modern Muslims. If the subject of the study were the actual origin of the Koran (as opposed to Muslim beliefs about the origin of the Koran), secondary source, as the source is not closer to the source of the considered period. As a secondary source, the site will probably be considered unreliable due to prejudices related to a non-critical, religious perspective. Depending on the research question, the religious nature of the source can make it useful (as the main source), but change the question, and the same source loses its research value precisely because of its religious nature. Students may also identify the primary source if they do not understand how the primary sources are determined in relation to a question or research topic. Defining primary sources as first-hand information is problematic in the second sense. It does not distinguish between direct sources of information and closer sources of information. This distinction is accepted in some descriptions of primary sources, but rarely explicitly. To illustrate, a research topic can determine a source first-hand identical to the subject or directly related to the topic. Siebels (63) pointed out that in literature the main source may be the actual orientation of studies (e.g. literary work). The same observation applies in religious studies when the subject is religious text or beliefs of a particular religion or religious movement. The Bible provides direct, in-hand information to a student whose subject of research is the Bible. The official website of the United Methodist Church provides direct, in-kind information to a student whose subject of research is the Methodist denomination of Christianity. In such cases, reliability or permissions are not a problem because the information is a topic or is a direct representation of the topic. (When teaching students, the librarian should emphasize that these sources provide factual information about the subject of research, not necessarily in any other sense.) The situation would be completely different if the topic were factors that played a key role in the emergence of Mahayana Buddhism. In this case, there is no direct, root source. The main source would be those closer to the period and themes, for example, early Mahayana texts, inscriptions on the walls of a monastery from India of the first century, iconographic evidence and so on. None of these sources would provide clear facts on this subject; would require significant assessment and interpretation. We can also imagine a hypothetical Hindu description of Buddhism from the first century. Such a source would require a strict critical assessment of prejudice and point of view, but could still serve as a useful primary source of Mahayana Buddhism. The distinction between direct and closer information is important as it can affect how primary sources are interpreted and evaluated. For example, consider the site evaluation criteria listed on many library websites (see, for example, UC Berkeley). These criteria include currency, author or creator credentials, institutional links, URL, analysis, documentation, linking into account, the author's point of view and/or prejudice, etc. If students underestimate the distinction between direct and closer primary sources, they can apply these assessment criteria to all primary online sources in more or less the same way. The problem with this approach is that these criteria do not necessarily apply to all primary sources. When an internet source, the original one, conveys direct, factual information about the subject under examination, credibility and authority problems (as they are usually interpreted) do not apply. The website of an Islamic fundamentalist organization provides direct, factual information about the views of at least some Islamic fundamentalists. The information on the site will also be very biased. This may include claims about the Koran, American foreign policy motives, the Holocaust and so on that are untrue. But all this false information is actually correct information about the beliefs of some Islamic fundamentalists. A student, do not make this distinction, can qualify this potentially valuable source of information because it is unreliable. In general, students need to understand that characteristics that characterize unreliable secondary sources on the Web are not necessarily relevant when considering the value of primary sources. Presentations or descriptions of primary sources that are based on lists of sample materials (diaries, eyewitness accounts, oral histories, press articles, etc.) are also potentially problematic. These lists are not intended to be exhaustive; they are designed to give the student a sense of what the primary source is. However, the items selected for such lists may inadvertently mislead students as to their original sources. For example, Taylor et al. and Cheek et al. provide lists of common types of primary sources that do not contain religious writings or the websites of religious organizations (see Taylor et al. Cheek et al. did not contain a single source clearly identified as online (although many can be found online). Taylor et al. and Cheek et al. do not contain certain types of information (emails, listservs), but neglected to include materials. Taylor et al. and Cheek et al. do not mention that certain can't put everything on their lists. However, the objects they select do not reflect the reality and scope of electronically available sources, especially in religious life. None of these lists can warn students about the opportunities offered by basic information about online sources. A similar problem is reflected in the explanations of primary sources or actions in the literacy skills that associate basic sources with the type of material. For example, Mann's discussion on it seems to suggest that primary sources are roughly equivalent to manuscripts or archival material (253, 255). Similarly, Iannuzzi et al.'s workbook of information literacy activities contains two exercises that involve finding basic sources, both of which include searching for basic sources in library-owned collections or in digitized library collections available online. Students may walk away from these classes with the false impression that the primary sources are the best (or maybe only) found in these places. The problems discussed above suggest the need for definitions better suited to literacy information for undergraduate students. Context sensitivity seems to be one of the key features of primary sources. Because the same information may change its status depending on the subject of the study, attempts to define primary sources in terms of internal properties or a list of source types will usually be imprecise or incomplete (although primary source listing types are useful for introducing a topic to students). For this reason, we define basic sources as first-hand information – direct or closer – relevant to a particular topic or question. We prefer this definition because it emphasizes the contextuality of primary sources: the primary source is not determined by internal jurisdiction, but by the nature of the question or research topic. We also prefer it because it does not mean that the original sources are limited to a specific type of material and are any first-hand information using any type. The scope of what may include goes beyond manuscripts in printed collections or archives. Everything – every web page, text, utterance, artifact, and so on. The evaluation of primary sources largely depends on the type of question being asked and/or the type of primary source. Research questions in religious studies fall into one of two broad categories: (1) descriptive questions (e.g. What do Christians mean by the Trinity? or What is the difference between Sunni and Shiite theology?) and (2) descriptive questions (e.g. What are the historical origins of Christian monasticism? What is the sociological or psychological function of Vedic sacrifices? What is the philosophical merit of the Buddhist denial of the existence of the self?). The primary source type refers to direct sources, not closer sources. The significance of these differences may not be immediately apparent, but they are crucial for the assessment and interpretation of primary sources. In the case of descriptive questions, the student simply describes a religious phenomenon (highly, ritual, text, context, etc.). In these situations, any direct representation of the topic to the primary source, that the student has correctly identified the primary direct source, the critical assessment of the source does not focus (for the most part) on reliability. In addition, such sources are reliable because they directly represent the phenomenon under investigation. Direct primary sources can create other hermeneutic problems. For example, it can be difficult to determine the meaning of a source. A student studying Buddhist Madhyama can learn the translation of *Mahamadhyanikakaraniya* Nagarjuna. Assuming that the translation is accurate, the source is entirely reliable as a representation of madhyama Buddhist views. However, text can be difficult to understand and useful only in conjunction with secondary sources (e.g. Buddhist text comments). Another potential hermeneutic problem associated with direct primary sources is the representativeness of the source. The source can be a direct representation of the subject, yet it can be highly idiosyncratic or limited to a specific sect, movement, or period. For example, a student may be interested in Christian views on mysticism. The website of the Orthodox Christian sect can indeed be an important primary source because it expresses at least one Christian view of mysticism. However, if the student is interested in mainstream Christian views, the source will have little value because it may be unrepresentative of mainstream Christian attitudes. Unrepresentative sources may indicate a problem with the research question itself. In particular, the failure to formulate the question in sufficient detail. Basic sources related to the question What do Christians think of mysticism? they may or may not be representative (depending on what the student intends to use the Christian term). The situation is completely different if the research question is: What do modern, mainstream, Protestant Christians believe in mysticism? Any major source relevant to this question can be representative. Translations of classical religious texts are an important class of quasi-direct primary sources, and here the credibility of the translation can be a problem. Undergraduate students will generally be unable to assess the translation based on the translation itself. However, they may rely on certain indicators of accuracy or reliability, taking into account the publisher (academic or popular), the date of publication (fast or dated) and the author's credentials. The basic sources raise slightly different questions when they are related to the subject under investigation and/or on non-descriptive questions. In such cases, the primary source will provide evidence on the subject rather than serve as a direct representation of the subject. This gap between the source and the subject automatically introduces a problem of reliability, especially when the source may reflect a limited or biased perspective. For example, a student can study the historical origin of the Koran. Although the Koran would be the main source of this question, there is no necessary correlation between historical facts concerning the origin of the Koran and the content of the text. (The content of the text is not necessarily a reliable source of information about the historical facts.) The same applies to the study of the origins of each religious tradition. Situations such as these require a much more careful approach to primary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course task will be more productive and rewarding. The examples used in the exercises come from most of the world's major religions. In the form presented here, the exercises are best suited for undergraduate studies on the world's religions; however, the examples used in the exercises may be changed to make them more relevant to the subject of a particular course. Students will find the content of the session more meaningful if the illustrative examples come from the subject of the students' course (if students take a course of Western religions, references to the Bible or the Koran will make more sense than references to the Vedians or Sutra Pragnamartani). Among librarians, online information is generally considered problematic. There is an overwhelming amount of information on the Web, but this information is not necessarily reliable. The Internet is not a neutral space. It is a space where information is often associated with secondary sources, especially given the prospect of closer primary sources (especially those secondary, secondary and possibly) multiple primary sources that give students a more critical perspective on religious claims. For most undergraduate students, the primary sources will be interpreted according to the information provided by secondary scientific sources. Here are some exercises to help undergraduate students acquire the knowledge and skills they need to use basic sources effectively. These skills include the ability to identify primary sources, recognize the value of primary sources and assess primary sources. Firstly, teaching should include active, practical activities (Andretta 75; Bell 241; Jacobson and Xu 14, 65-67, 72, 75, 82-84), and secondly, teaching should contain many concrete examples of strengthening student learning (Madsen and Lorenzen 215, citing the work of Jacobson and Xu). Exercises include active, small groups of activities using a wide range of primary sources. The exercises do not focus specifically on online information, but include basic skills for identifying online information, but include basic skills for identifying primary sources that apply to basic online sources. In addition, many of the examples found in the exercises are online. As an indirect consequence of these exercises, students will be able to identify and evaluate primary sources in a more critical and effective way. The exercises can be used in a variety of ways. They can be used as a starting point for a lesson, as a resource for students to use with faculty to introduce definitions, concepts, and exercises for students before a session library. The following leaflet provides a reference point for defining and explaining the sources of the original introduction of this topic to students. During a library session, each exercise should also be preceded by a short period of direct teaching, which includes a demonstration of relevant skills and/or concepts (see Andretta 76). The time of the library session may be scheduled to benefit from the knowledge of students in the field acquired during religious studies. Ideally, the session should be scheduled in the second half of the semester or quarter, after students have had significant exposure to the course content. If students learn more about this topic, the session will be more meaningful. Planning a session in this way has another advantage: it increases the likelihood that students have identified a research topic. The content of the library session should be related to the required assignments in the student course (Jacobson and Xu 7, 18, 26-27). One way to achieve this is to give students time to finish the course task. This will make the session more suitable for students and help motivate and engage them. If students already have a research topic at hand, the time spent in the session working on the course