



Setting students up for success with research assignments in the age of AI

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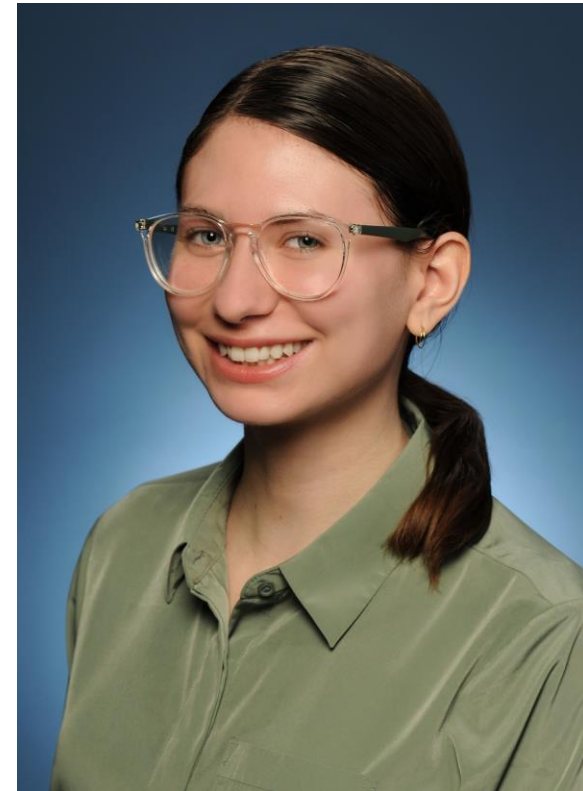
Hello, I'm Megan Donnelly.

- Outreach and Engagement Librarian, Paul J. Gutman Library, Thomas Jefferson University, East Falls Campus.
- Liaison Librarian to the College of Humanities and Sciences (CHS) which includes the Hallmarks Program for General Education.
- I teach information literacy instruction in CHS courses and provide research consultations and assistance to the university community.
- Research interests: Mentorship, the Science of Teaching and Learning, and Critical Librarianship.



Hi, I'm Jess Saunders

- Information Services Librarian, Scott Memorial Library, Thomas Jefferson University, Center City Campus.
- With my colleagues in the Information Services department, I support all of Center City's students, faculty, and staff.
- I provide instruction on advanced and systematic searching and reference management within courses or in research consults for the Center City campus.
- Research Interests: Health Literacy, the Science of Teaching and Learning, and Critical Librarianship.



Reflect

Take a moment to think alone and reflect on the following question:

**How did you learn
how to do research?**



Learning objectives

By the end of this workshop, we hope that participants will be able to use what they learned today to:

- Create research assignments that facilitate students meeting of information literacy learning objectives including academic integrity.
- Collaborate with librarians.
- Improve students' information literacy skills.

Workshop structure

1. Inequities and disparities with information literacy.
2. Academic Integrity and information literacy.
3. Designing research assignments and teaching information literacy.
 - Collaborate with librarians.
 - Orient students to the process of research.
 - Create inclusive assignment instructions.
4. Exercise.



Inequities and disparities with information literacy.

- There is a lack of equitable access to resources students need to become information literate across K-12.
 - i.e. Information, WiFi, computers, school libraries, school librarians, information literacy instruction, and research experience.
- More scaffolded information literacy learning interventions across the K-12, undergraduate, and graduate curricula are needed.
- Misinformation plays a large role in the evolving information landscape. Information literacy skills are more critical than ever!
- Inequities and disparities increase cognitive load and overwhelm which leads to plagiarism.

Academic Integrity and Information Literacy

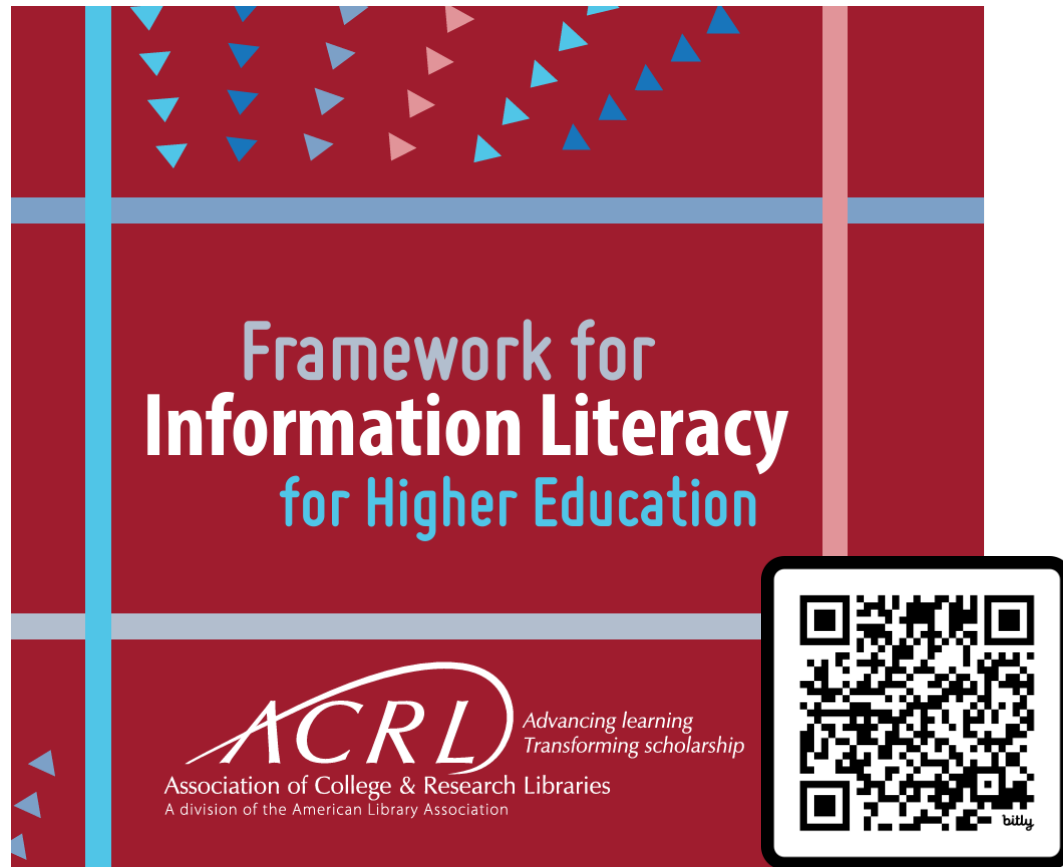
- Rise in AI plagiarism.
- Librarians can work with faculty, administrators, committees, and campus groups to establish practices, policies, and statements for academic integrity.
- Academic integrity and plagiarism should be focuses in class and integrated throughout the curricula.

Collaborate with librarians.

- Consider librarians' expertise.
- Ways to collaborate:
 - Curriculum mapping (Khailova, 2021).
 - Research assignment consultation.
 - Lesson planning.
 - Asynchronous activities.
 - Learning objects.
 - One-shot information literacy instruction (Paas et al., 2020).



The Association of College & Research Libraries Framework for Information Literacy in Higher Education



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These six frames are presented alphabetically and do not suggest a particular sequence in which they must be learned.

Authority Is Constructed and Contextual.....	12
Information Creation as a Process.....	14
Information Has Value	16
Research as Inquiry.....	18
Scholarship as Conversation	20
Searching as Strategic Exploration	22

Orient students to the process of research.

- Teach research as a process.
 - Scaffold information literacy learning interventions.
 - Cover academic integrity & plagiarism.
 - Scaffold research assignments.
- Facilitate reflection (Paas et al., 2020).
- Consider the user experience – test out the process of completing your assignment!



Create inclusive assignment instructions

User Experience:

- Create instructions using Universal Design for Learning (UDL).
- Consider rationale and relevancy.
- Test it out (Nikolic et al., 2023).
- Ask a librarian to check it.

Create inclusive assignment instructions

Requirements:

- Academic integrity
- Topic
- Source
- Citations
- Length
- Congruency of requirements



Exercise

In your group, discuss ways that the assignment on the next slide could be improved to be more inclusive based on what you learned today (5 minutes).

Afterwards, we will share out what your groups discussed.

Sociology of Education (SOC 113): Paper 2

For Paper 2, compare how people learn in two different countries. Synthesize the research to back your claims. Explain if you think the pedagogical styles in those countries are effective.

Requirements:

- 4 – 6 pages.
- Cite 10 peer-reviewed, academic, sources. Use the library website!
- Cite at least 2 additional online sources. No Google!
- Citation style of your choice – just be consistent.

Thank you!

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