INTRODUCING CORA: COMMUNITY OF ONLINE RESEARCH ASSIGNMENTS

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University
PART ONE: THE BEGINNING
**Assignments for:**

**Basic (FYS)**

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Fact Checking the Internet</td>
<td><img src="#" alt="PDF" /></td>
</tr>
<tr>
<td>8</td>
<td>Navigating Research Dead Ends</td>
<td><img src="#" alt="PDF" /></td>
</tr>
<tr>
<td>13</td>
<td>Research Trail</td>
<td><img src="#" alt="PDF" /></td>
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<tr>
<td>14</td>
<td>Reflect on Your Discipline</td>
<td><img src="#" alt="PDF" /></td>
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<tr>
<td>16</td>
<td>Anatomy of a Research Paper</td>
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<tr>
<td>17</td>
<td>Annotated Bibliography</td>
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<tr>
<td>18</td>
<td>Compare Search Strategies</td>
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<tr>
<td>19</td>
<td>Compare Research Databases</td>
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<tr>
<td>20</td>
<td>Compare Information Sources</td>
<td><img src="#" alt="PDF" /></td>
</tr>
<tr>
<td>26</td>
<td>Research a News Item</td>
<td><img src="#" alt="PDF" /></td>
</tr>
<tr>
<td>35</td>
<td>Understanding Primary Sources</td>
<td><img src="#" alt="PDF" /></td>
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</tbody>
</table>
**Bang Bang Chicken**

**Description**
Crispy fried chicken poppers with a creamy Sriracha sauce.

**Ingredients**
- ¾ cups Mayonnaise
- 5 teaspoons Sriracha Sauce
- 1 teaspoon Granulated Sugar
- 1 teaspoon Rice Vinegar
- 1 Egg, Beaten
- ½ cups Milk
- ½ cups All-purpose Flour

**Preparation**
1. Prepare a plate lined with paper towels for the chicken after it's done cooking in the oil. Set aside.
2. Combine all the ingredients for the sauce (mayo, Sriracha, sugar, and rice vinegar) and set aside.
3. In a small, shallow dish, combine the egg and milk. Set aside.
4. In another shallow dish, combine the ingredients for the breading (flour, panko, salt, pepper, garlic powder, and dried basil). Set aside.
5. Bread the chicken cubes by first coating it in the bread mixture.


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**COOKING METAPHOR**

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University
SCELC Funding Opportunities

- Grants for First-Time Conference Attendees
- Scholarships for Library Science Students
- SPIF
- SCELC Research Incentive Grant

SPiF

SPIF Application and Approval Procedure

SCELC has established a SCELC Project Initiatives Fund (SPIF) to advance its strategic initiatives. SCELC libraries and committees can apply for grants to plan, create, and implement projects that will have an impact on SCELC libraries and librarians. The SCELC Board of Directors is responsible for making the awards. Proposals may be submitted to the SCELC Executive Director 30 days prior to the SCELC Board meetings. For approved projects, progress reports should be submitted to the SCELC Executive Director prior to the SCELC Board meetings.
• Tell us about a research assignment that you think was effective or productive? What made it so?

• Did you ever assign a research assignment that wasn’t effective or productive? Why didn’t it work?

• What features would make a shared online research assignment database easier for you to use?

• How do you come up with ideas for research assignments?

• Do you like the name CORA for this project?
[Appendix A] Assignment Title: Literature Review

Description: The primary purpose of a literature review is to provide a rationale for your proposed research question(s). A review of literature should present a synthesis of existing theory and research literature that argues for the usefulness of the research question. Grading is based on source quality and source relationship to the research topic, organization, ability to synthesize, quality of the research question, and adherence to the proper citation style.

Learning Outcomes:
Construct a well-supported research-based question

Discipline: Multidisciplinary

Information Literacy Concepts: needs, finds, evaluates, scholarship as conversation

Context: This assignment works well when paired with an earlier annotated bibliography assignment.

Supplemental Instructional Materials: The library’s subject LibGuides (research guides) available at http://libguides.lmu.edu and the ARC’s Writing LibGuide available at http://libguides.lmu.edu/writing/

Assessment: See attached rubric.

Potential Pitfalls: Students lean towards summarizing rather than synthesizing.

Rating: *** (out of 5 based on 5 users)

User Comments: I liked to assign this without making them test out their research question (Callie)
## 1. Active Tickets

<table>
<thead>
<tr>
<th>#</th>
<th>Summary</th>
<th>Assignee</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>118</td>
<td>edit last sentence of message when someone fills out a new user account</td>
<td>Susan A.</td>
<td>Resolved</td>
</tr>
<tr>
<td>94</td>
<td>rearrange fields in &quot;Create Assignment&quot; content area</td>
<td>Lindsey M.</td>
<td>Resolved</td>
</tr>
<tr>
<td>112</td>
<td>open Teaching Resources &quot;More Info&quot; and &quot;Visit Page&quot; links in a new window?</td>
<td>Susan A.</td>
<td>Resolved</td>
</tr>
<tr>
<td>114</td>
<td>deleting bogus users- error message</td>
<td>Susan A.</td>
<td>Input Needed</td>
</tr>
<tr>
<td>115</td>
<td>Site Colors mistake</td>
<td>Lindsey M.</td>
<td>Resolved</td>
</tr>
<tr>
<td>116</td>
<td>Add Google Analytics Tracking Code</td>
<td>Lindsey M.</td>
<td>Resolved</td>
</tr>
<tr>
<td>120</td>
<td>Suggest a Teaching Resource menu item</td>
<td>Lindsey M.</td>
<td>New</td>
</tr>
<tr>
<td>124</td>
<td>How do I copy/paste text from a Word document into CORA?</td>
<td>Susan A.</td>
<td>Resolved</td>
</tr>
</tbody>
</table>
• “Research Assignments” that require students to engage with information resources in a critical or reflective way

• CORA is a free and open resource designed primarily for faculty and librarians in higher education

Membership Criteria

All Contributors in CORA must:

• Have institutional affiliation with a college or university. Affiliations include: tenure-track faculty, part-time faculty, adjuncts, librarians, and/or other academic staff.
• Register for an account using a .edu email address. If you do not have a .edu email address, please contact CORA for a special exemption.
• Adhere to the CORA’s Acceptable Use Policy

Copyright

CORA is committed to making the assignments in this repository open access.

All assignments contributed to this site are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 United States License.
Join the CORA Development Group

CORA is seeking up to 30 faculty and librarians from SCELC Member Institutions to join the CORA Development Group! CORA is a groundbreaking new project that seeks to extend information literacy pedagogy beyond the one-shot and open a space to cultivate a virtual community of practice among librarians and faculty. The members of the CORA Development Group will play a pivotal role in mapping out the development and future directions of the CORA platform. The feedback contributed by the CORA Development Group will be used to evaluate the usefulness and scope of CORA; improve the functionality and design of the CORA site; and assess the long-term viability of the CORA platform. To read more about CORA's mission and goals, please visit our About page.

As a member of the CORA Development Group, you will become a contributor to the CORA platform and will be asked to provide your valuable feedback and thoughts about using CORA. CORA Development Group Members will actively engage with the site and complete site-specific activities such as adding assignments, leaving constructive comments, or adapting previously contributed assignments and reporting on the outcome of the adaptation.
Search for Assignments

Assignments

Information Literacy Concepts
- Any -

Discipline
- Any -

Individually or Group
- Any -

Keywords
- Any -

Search

Lived Experience Project

Posted on September 1, 2015
Author: Phil Bratta
This project asks students to reflect upon an experience or situation with a technology that changed the way they engage and view the world and what that experience meant/means to them. They will make a claim/argument and use experiential evidence to support it. Students will also write a reflection essay, thinking about their writing process throughout this project.

Discipline: Rhetoric, Composition, and Writing
Adaptations: 0

Assignment example

Wikipedia vs. Encyclopedia
Submitted by jmasunaga on June 17, 2015 - 2:36pm

This assignment asks students to compare and contrast a Wikipedia article and an article from a subject specific Encyclopedia owned by the library. It asks the students to evaluate each resource by assessing its Relevance, Authority, Date, Accuracy and Rationale. Evaluation using these five criteria is known as the RADAR framework.

Although the Wikipedia article in this assignment is from biology, it can be switched out for any discipline.

Attachments:

- This is the PDF version of the assignment
  - 96.84 KB
- This is the Word version of the assignment
  - 23.53 KB

Learning Objectives:
At the end of this assignment, the student should be able to:
1. Recognize how Wikipedia and scholarly encyclopedias differ in content, authority and relevance to academia.
2. Learn how to check a Wikipedia article’s quality "grade".
3. Use the RADAR framework to critically evaluate a background source.

Discipline:

English

INFORMATION LITERACY CONCEPTS:

Evaluates
Uses Information

Assessment or Criteria for Success (e.g. rubric, guidelines, exemplary sample paper, etc.):

- rubric for wikipedia assignment.pdf
  - 92.1 KB

ASSIGNMENTS

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University
ADD ASSIGNMENT FORM

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University
Please describe your adaptation

Adaptation description

I ADAPTED THIS  Cancel

Adapters

Rain Michaels (rbreaw)
I liked to assign this without making them test out their research question (Callie)

Comments

Submitted by dzingsweet on June 5, 2015 - 9:00am
This is great. How did you select the films listed? Have you found any types that students particularly struggled with (e.g., movies about more recent history-20th cent., dramatizations of American history, etc.)?
Teaching Resources

**AACU's Value Assessment of Learning in Undergraduate Education (VALUE)**
Explain the foundation for using VALUE rubrics to assess student authentic work, how to create protocols and parameters for a scale-able VALUE assessment, and how to report the results of us.

**ACRL Framework Toolkit**
Since 2013, the Consortium of Academic and Research Libraries in Illinois (CARLI) Instruction Showcase has offered academic librarians.

**DQP Assignment Library**
This resource is funded by The National Institute for Learning Outcomes Assessment (NILOA).

**Jorum**
Jorum is the UK’s largest repository for discovering and sharing Open Educational Resources for higher and further education and the Skills sector.
Help Center

Browse Help Center Articles by Topic

LOGIN AND ACCOUNT

- How do I create a user account?
- How do I reset my password if I forgot it?
- How do I change my password?
- How do I delete my account?

PROFILE PAGE

- How do I add, remove, or change my profile picture?
- How do I add my social media accounts?

ADDING ASSIGNMENTS

- What are the benefits of sharing my assignments?
- What are the file size limits
- What file types are allowed?
- How do I update an assignment?
- How do I copy/paste text from a Word document into CORA?

Creating a Rubric

For more information on the rubric creation process, consult the following resources:

**CORA** (Community of Online Research Assignments) is a pilot open access educational resource developed for faculty and librarians in higher education. It aspires to become a repository of user-contributed research and information literacy assignments. Please help us improve CORA by filling out this brief and anonymous feedback form. Thank you! Any questions about this form may be sent to contactprojectcora@gmail.com.

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Rate your level of agreement or disagreement with these statements about **CORA**.

<table>
<thead>
<tr>
<th>It was easy to find the information I was looking for on the CORA site (e.g., navigation, search boxes)</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>The language used on the CORA site was free from jargon</td>
<td>○</td>
<td>○</td>
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<td>The CORA site functioned without any technical difficulties</td>
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<td>The CORA site was well-designed (e.g., font, colors)</td>
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<td>The CORA site created a sense of community</td>
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<td>The information found through the CORA site was useful to me</td>
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<td>I would recommend the CORA site to a colleague</td>
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**IMPROVING CORA**

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University
Blog

CORA Hits the Road!
Posted on October 5, 2015
The Open Access Conference 2015, taking place in San Jose, CA on Oct. 23, 2015, will feature a presentation on CORA. The presentation is...
MORE INFORMATION

Project Information Literacy: Research Handouts Study
Posted on June 2, 2015
How do handouts for research assignments guide, instruct, and support students who are going through the research process? This...
MORE INFORMATION

Research Pitfalls for Students
Posted on June 2, 2015
Take a look at the “Top Ten Research Pitfalls” faced by students. High on the list of strategies for combating these pitfalls are modeling, breaking...
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