

Reflection of GAI Institute, June 2024 – Derek Stadler

My project was designed as a major assignment in the Library's credit course, LRC 103 (Internet Research Strategies). My project emphasizes the importance of verifying information found in GenAI with multiple credible sources in a research database. The specific GenAI tools or applications I suggested students use is ChatGPT (or another AI tool of their choice). The main objectives for incorporating GenAI and benefits for student learning or engagement are that:

- "Authority Is Constructed and Contextual"
- "Information Has Value"

In LRC 103, course lessons focus on concepts outlined in the Framework for Information Literacy, which provides a conceptual model for understanding and teaching information literacy. Specifically, the class supports that "Authority Is Constructed and Contextual" and that "Information Has Value." First, "information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used." Students gain an understanding that many disciplines have acknowledged authorities in the sense of well-known scholars and publications that are widely considered "standard." They also use research tools and indicators of authority to determine the credibility of sources. Second, "information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world." In the course, students learn give credit to the original ideas of others through proper attribution and citation.

To assess the comprehension of these concepts, and to emphasize the importance of verifying information found in GenAI with multiple credible sources in a research database, the assignment first has students use AI to answer a research question. Students can select research questions based on the discipline or course subject that they are in. Students then review the results of their search in GenAI and select three facts/data provided by GenAI. Next, students need to find credible sources in a research database that supports the information provided by GenAI, identifying sources written by scholars and in publications that are widely considered "standard" in their discipline. Specifically, they provide citations for each fact/data element and in a short paragraph explain how the source supports the information, what the mission/goal of the publication is, and to describe the author's credentials and expertise. For extra credit, students can find one source that contradicts the information provided by GenAI. My expectation is that students will understand the importance of verifying information

found in GenAI. I also hope to give students a better understanding of authority in a field to give them a grounding for the standards in specific fields. This will help students think of themselves as potential experts in a field as they build their own skills.

I implemented the assignment in week 8 of the Fall I 2024 semester. I was pleased to see that all students completed the assignment. In fact, one student went on to complete the extra credit where they need to find sources that contradict the information that they found in GenAI. Students were able to select three data points in the GenAI material and found citations using the Library's database. The only issues that I found may require a revision of the instructions for the assignment. A few students only chose one data point and not three, and therefore only submitted three citations. A revision of the instructions that stresses selecting three unique data points may resolve this.