

Northwestern Reimagining Assessment Practicum

Participation Guidelines

- ✓ Assume **positive intent** and take **accountability** for what you do and say.
- ✓ Be aware of your **assumptions**, **expectations**, and **judgements**.
- ✓ Choose the **best way to engage** for yourself, and **respect the choice that others make** to participate.
- ✓ Commit to **curiosity** over **certainty**.
- ✓ Identify your **learning edges** and push them.
- ✓ Embrace **discomfort** and **silence**.
- ✓ Listen **actively**.
- ✓ Monitor your **time**.
- ✓ Speak for **yourself** from your own experience and your own perspective.
- ✓ What is **said stays**; What is **learned leaves**.



Searle Center for Advancing Learning and Teaching • 1h

Reimagining Assessment Practicum (RAP) Feedback and Insights Board - 2023 Fall

INSTRUCTIONS: Please share your thoughts and feelings below. Please specify which Core Session or Recommended Session, if/when applicable. If you have a Padlet account and would like to remain anonymous, please log out of Padlet before posting. If you have a concern that requires immediate attention, please contact practicum@northwestern.edu. | PURPOSE: The purpose of this Padlet is to collect formative feedback and insights about the practicum sessions for making decisions in the short- and long-term. This allows colleagues leading the practicum to easily access the information, address your needs, and make timely adjustments to the practicum structure and/or delivery as needed.

💡 A helpful, important, interesting, meaningful, and/or useful thing that I learned is ____.

+

❓ A question that I still have that needs addressing is ____.

+

👍👎 Do you have any specific feedback for any of the CORE SESSIONS? If so, please share below and specify which session.

+

👍👎 Do you have any specific feedback for any of the RECOMMENDED SESSIONS? If so, please share below and specify which session.

+

Add section


Feedback and Insights Board

+



Melissa Ko, PhD (RAP Consultant)

<https://calendly.com/mesako/rap-consult>



Generative AI and Transparent Design in Research Assignments

Michelle Guittar

Anne Zald

Instruction & Curriculum Support

Northwestern University Libraries

Learning Outcomes

- After this session, participants will be able to:
 - Apply TILT Higher Ed's transparency framework (i.e., Purpose, Task, Criteria) to revise their design of research assignments
 - Analyze and revise an example research assignment using the framework
 - Guide students' interrogation and use of GAI tools during the research process

Transparency in Learning and Teaching Project (TILT)

What is Transparency?

- Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.
 - Transparent teaching/learning methods benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.
 - Greater benefits for underrepresented and first-generation students

Winkelmes, MA. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99, 2 (Spring 2013)

Winkelmes, Mary-Ann. 2014. [Using transparent assignments to increase students' success equitably](#). TILT Higher Ed.

Transparent Assignment Design Template

Faculty/Instructors agreed (in national study, 7 MSIs)
to discuss with students in advance:

- Purpose
 - Skills practiced } long-term relevance to students' lives
 - Knowledge gained } connection to learning outcomes
- Task
 - What students will do
 - How to do it (steps to follow, avoid)
- Criteria for success
 - Share checklist or rubric in advance so students can self-evaluate
 - What excellence looks like (annotated examples where students/faculty apply those criteria)

Problem-centered

Winkelmes, Mary-Ann. 2014. [Using transparent assignments to increase students' success equitably](#). TILT Higher Ed.

Results

- Boosted students' learning in 3 important ways (medium-large effect for underserved students):
 - Academic confidence
 - Sense of belonging
 - Skills valued by most employers

SUCCESS PREDICTORS
Increased persistence, grades

Winkelmes, Mary-Ann. 2014. [Using transparent assignments to increase students' success equitably](#). TILT Higher Ed.

Project Information Literacy (PIL)

- Survey and interview data has been collected from more than 11,000 US college students to investigate how they find, evaluate, and use information for their course work and for addressing issues that arise in their everyday lives.
- PIL research relevant to this workshop:
 - found 76% of students surveyed considered written guidelines about course-related assignments, especially which sources to use, as one of the most helpful materials an instructor can provide.
- Follow Up Study:
 - Content analysis of 191 handouts voluntarily submitted from instructors at 28 U.S. colleges and universities

PIL Content Analysis Results

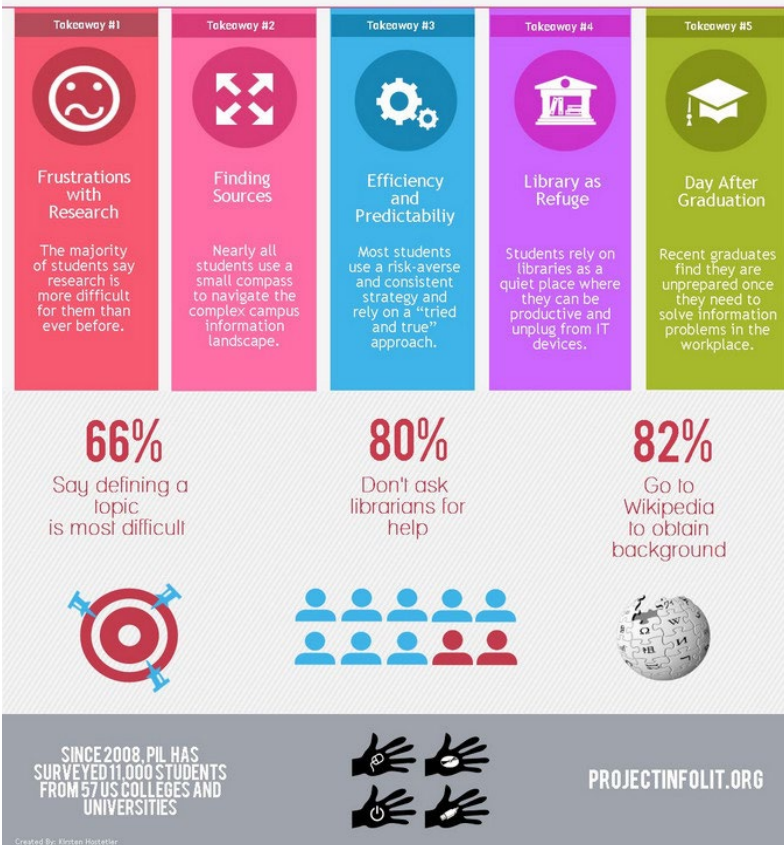
What handouts analyzed had in common:

- 83% of the handouts analyzed called for standard written papers
 - 85% individual author, not group
 - 76% specified page limit
 - 66% specified structure of final project
 - 61% specified a citation style
 - 44% required students to cite 1-6 research sources
- 6 in 10 handouts recommended students consult the library shelves
- 13% of the handouts suggested consulting a librarian for assistance with research
- 14% of handouts directed students to use the library's online scholarly research databases
- Details about plagiarism, if mentioned at all, were scant and tended to emphasize the disciplinary recourse instructors would take against students

https://projectinfo.org/pubs/research-handouts-study/pil_research-handouts_2010-07-13.pdf

FIVE TAKEAWAYS FROM PIL

What can we learn about how college students seek information?



Infographic created by: Kirsten Hostettler



CC BY-NC 4.0 LEGAL CODE

Attribution-NonCommercial 4.0 International

TILT and Library Research Assignments

- TILT [Assignment Design Template](#)
- TILT [Checklist for Designing Transparent Assignments](#)
- [Revised Bloom's Taxonomy Assignment Cues](#)
- [Student Template for Deciphering Assignments](#)

Analyze an example using TILT

Course: US History, 1865-present course

8-10 page paper; double spaced, 12 pt font (Times New Roman), 1-inch margins, Turabian style for citations.

Write on a topic of your choosing using a minimum of 5 scholarly sources. Be sure to include a literature review and list of works cited. Due on the first day of reading week, worth 50% of your final grade.

Revise example assignment

- Purpose
 - Skills
 - Knowledge
- Task
- Criteria for Success

Use Padlet to Suggest Revisions to Draft Assignment

Ex. Revisions

Purpose (sample outcomes):

- Use historical secondary sources to make an argument about how scholars have interpreted an event in different ways
- Read historical primary sources analytically based on their purpose and context

Tasks (sample assignments):

- Preliminary annotated bibliography of 3 secondary sources
- Assignment to identify the context of a primary source
- Metacognitive task/reflection on process of finding sources

Criteria:

- Stress evaluation of both the content and context of a source with rubric, checklist, and/or reflection, offer opportunities for feedback

Generative AI & library research

<https://libguides.northwestern.edu/ai-tools-research/>

- What can (and can't) Generative AI tools do?
- How can we integrate GAI tools into TILT?

Task #1: Compare GAI & Academic sources

Purpose: Use different sources to analyze information on a specific topic.

Task: Compare how information found in a GAI source with an academic reference book.

Criteria: Demonstrate understanding by providing examples of how the sources differ through an analysis of their authorship.

Claude (Anthropic)

- General information, for a general audience
- Generated text, not authored
- Can deliver titles of specific books or sources for more information
- May contain factual inaccuracies, lacks citations

What events led to the fall of the Aztec empire in Mexico?

M

Here's a summary of some key events that led to the fall of the Aztec empire in Mexico:

- The Aztec empire was at its height in the early 16th century, ruled by Moctezuma II. It controlled most of what is now central and southern Mexico.
- In 1519, Spanish conquistador Hernán Cortés arrived in Mexico with a small force of men. He made alliances with some of the tribes oppressed by the Aztecs, notably the Tlaxcalans.
- Using intimidation and exploiting local superstitions about the return of the god Quetzalcoatl, Cortés managed to enter the Aztec capital Tenochtitlan and take Moctezuma II prisoner in 1520. This left the Aztecs leaderless.
- In 1520, the newly appointed governor of Cuba, Pánfilo de Narváez, was sent by Cortés' rivals to arrest him. Cortés defeated Narváez, then hurried back to Tenochtitlan where the Aztecs had revolted against the Spanish occupiers.
- Cortés and his Tlaxcalan allies fought their way back into Tenochtitlan in 1521, defeating the new Aztec ruler Cuauhtémoc and razing the city. This marked the fall of the Aztec empire.
- Disease was also a major factor in the Aztec defeat, as smallpox and other illnesses brought by the Europeans spread rapidly, killing many Aztecs including Emperor Cuitláhuac.

So Cortés' audacious conquest combined with epidemic disease, internal Aztec divisions, and Spanish reinforcements led to the end of the powerful Aztec civilization.

Encyclopedia of Empire (Wiley)

- Online encyclopedia/NU access
- Academic purpose, academic audience
- Author is affiliated with California State University system
- List of references cited
- Peer reviewed/academic publisher



THE ENCYCLOPEDIA OF EMPIRE

Full Access

First published: 11 January 2016
Print ISBN: 9781118440643 | Online
ISBN: 9781118455074 | DOI: 10.1002/9781118455074
Copyright © 2015 John Wiley & Sons, Ltd. All rights reserved.

Free Access

Aztec Empire

Frances F. Berdan

First published: 24 August 2015 | <https://doi.org/10.1002/9781118455074.wbeoe025>

Find it @ NU

SECTIONS

PDF TOOLS SHARE

Abstract

The Aztec Empire was the last of the great political entities of pre-Spanish Mesoamerica, falling to combined Spanish and native military forces in 1521 *ce*. The empire was headed by three powerful city-states in the Basin of Mexico: Tenochtitlan (the Mexica capital), Texcoco (the Acolhua capital) and Tlacopan (the Tepaneca capital). The rulers of these city-states formed a powerful and aggressive Triple Alliance in 1428; for the following 93 years this military coalition dominated much of central Mexico, from Pacific Coast to Gulf Coast, and as far south as the present-day Guatemala border. The Triple Alliance powers utilized several military and diplomatic strategies to create this extensive empire and to maintain control over their far-flung domains.

The Aztec or Triple Alliance Empire thrived just as the pre-Spanish Mesoamerican world was reaching its end. Formed in 1428 *ce* it was the last great political entity in a series of powerful states; it was conquered by combined Spanish and native military forces in 1521 *ce*. The Aztec Empire drew on the traditions of prior civilizations and relied on their legacies for political and expansionist validation. Ultimately, the Aztecs built the largest empire in Mesoamerican prehistory, employing both military and non-military strategies to control and exploit both nearby and far-flung subjects.

Structure of the empire

The primary units of political organization in late post-classic Mesoamerica (1350-1521 *ce*)

Task #2: Search Strategies

Purpose: Search for information on a specific topic using keyword search terms.

Task: Use ChatGPT to develop a Boolean search strategy on a specific historical topic. Iterate your search at least once. Use in NUSearch and describe the first ten results.

Criteria: Describe how you iterated the search. Integrate content/context into your description of your search results. Reflect on the process.

ChatGPT (Open AI)

- Mixed suggestions
- Use academic databases but no further information
- Offers Boolean search suggestion: "Enhance your search with Boolean operators (AND, OR, NOT) to combine or exclude terms. For example: "Latina/o gender identities AND 20th century" or "Chicano OR Chicana gender roles."



Suggest ways I may search for scholarly journal articles on gender identities of Latina/o peoples over the 20th century.



To search for scholarly journal articles on gender identities of Latina/o peoples over the 20th century, you can follow these steps and use various research tools and databases. Here's a guide to help you get started:

1. Identify Keywords and Concepts:

- Start by brainstorming keywords and key concepts related to your research. Consider terms like "gender identities," "Latina/o," "Hispanic," "Chicano," "Latino/a," "gender roles," "cultural identity," "20th century," and any specific terms or time periods you're interested in.

2. Use Academic Databases:

- Access academic databases that focus on the social sciences, humanities, and gender studies. Some popular databases include:
 - **JSTOR:** JSTOR provides access to a wide range of academic journals.
 - **ProQuest:** ProQuest offers a diverse collection of dissertations, theses, and academic articles.
 - **PubMed:** If your research touches on health or medical aspects, PubMed can be useful.
 - **Google Scholar:** Google Scholar is a free and comprehensive resource for academic articles.

3. Search with Keywords:

- Use your identified keywords and concepts to conduct searches in these databases. For example, you might use a search query like: "Latina/o gender identities 20th century."

4. Use Boolean Operators:

- Enhance your search with Boolean operators (AND, OR, NOT) to combine or exclude terms. For example: "Latina/o gender identities AND 20th century" or "Chicano OR Chicana gender roles."

Regenera

"Latina/o gender identities AND 20th century"



NUsearch



ADVANCED SEARCH

Sign in to get complete results and to request items



Sign in



DISMISS

Filter My Results

☐ Expand My Results

No records found.

There are no results matching your search: "*Latina/o gender identities AND 20th century*". Looking for a book? Try again searching items held at other libraries:

Iterate the search

- ["The CLEAR path: A framework for enhancing information literacy through prompt engineering"](#), Leo Lo, Journal of Academic Librarianship 49(4): July 2023.
- Article outlines 5 core principles of prompt engineering: Concise, Logical, Explicit, Adaptive, and Reflective.

ChatGPT con't

Iterate the search:

- Asked for synonyms for Latina/o (generated 20)
- Asked for synonyms for gender identity (generated 16)
- Asked ChatGPT to generate a Boolean search based on those synonyms...



Generate a Boolean search using three synonyms from Latino/a synonyms and three from the synonyms for gender identity.



Certainly, here's a Boolean search query using three synonyms from the list of Latino/a synonyms and three from the list of gender identity synonyms:

(Latino OR Chicano OR Latinx) AND (Gender Identity OR Gender Expression OR Non-Binary)

This query will retrieve articles or information that mention any of the terms in the first set (Latino, Chicano, Latinx) in conjunction with any of the terms in the second set (Gender Identity, Gender Expression, Non-Binary). The "OR" operator within each set allows for any of the terms within the set to be present, while the "AND" operator ensures that at least one term from each set must be present in the results. This query is designed to find information related to gender identities within the Latino/a community.

NUSearch results

Over 3,000 results, including peer-reviewed journal articles, academic books, and other kinds of materials

- Criteria for success could vary based on your course
- Further engagement with library results, specific academic databases, checking for accuracy, etc.

The screenshot shows the NUSearch interface with the search query "(Latino OR Chicano OR Latinx) AND (Gender Identity OR Gender Expression O". The results page displays three items:

- ARTICLE**
Recreating diasporic identity and community: Examination of transgender and nonbinary latinx healing from family rejection
Gamio Cuervo, Álvaro ; Herrawi, Farahdeba ; Horne, Sharon G ; Wilkins-Yel, Kerrie G
United States: American Psychological Association
Journal of counseling psychology, 2023, Vol.70 (5), p.535-547
“... Participants were asked how they navigated family dynamics related to gender identity and specific behaviors or resources that promoted their healing from experiences of family rejection...”
PEER REVIEWED
[Online Access](#)
- BOOK**
Genders, Cultures, and Literacies : Understanding Intersecting Identities
Guzzetti, Barbara J., author.
New York : Routledge; 2021
[Online Access](#)
- ARTICLE**
Identity as Resistance: Identity Formation at the Intersection of Race, Gender Identity, and Sexual Orientation
Cerezo, Alison ; Cummings, Mariah ; Holmes, Meredith ; Williams, Chelsey
Los Angeles, CA: SAGE Publications
Psychology of women quarterly, 2020, Vol.44 (1), p.67-83
“... for persons negotiating multiple minority statuses. This gap is especially pronounced among sexual and gender expansive women of Latinx and African American descent...”
PEER REVIEWED
[Get PDF](#) [Read Online](#)
[Online Access](#)

In the chat...

In your instructional role, how might you incorporate use of GAI tool to promote critical thinking about sources and scaffold research assignments?

Sources

- Winklemes, M. (2019). Why it works: Understanding the concepts behind Transparency in Learning and Teaching. IN Winklemes, M., Boye, A., Tapp, S., editors. *Transparent Design in Higher Education Teaching and Leadership: A Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention*. Stylus Publishing LLC. [see link in Canvas]
- [TILT Higher Ed](#)
 - [Examples & Resources](#) - Includes [assignment template](#), [checklist for designing transparent assignments](#) and [assignment cues](#) (adapted from Bloom's Taxonomy)
 - [Transparency and Problem-centered Learning](#) (7-minute overview – longer videos also available)
- [Project Information Literacy](#)
 - [Publications](#); [Videos](#) (w/results of major studies)
- [Generative AI Library Research Guide](#)
- [Claude.AI](#), [ChatGPT 3.5](#)

For more assistance...

[NU Libraries Subject Librarians](#)

- Can assist with adaptation of research assignments

