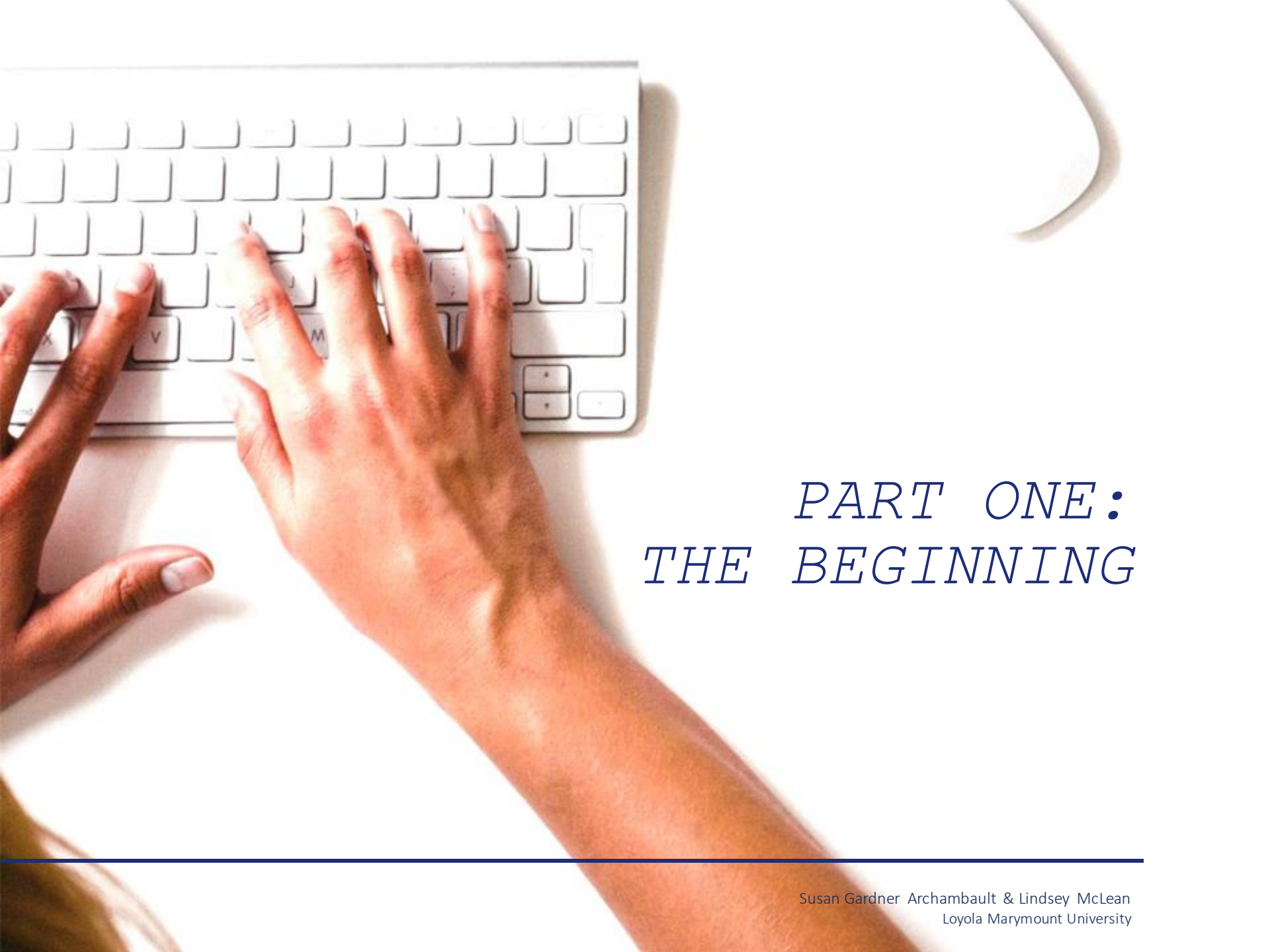


INTRODUCING CORA:

*COMMUNITY OF ONLINE RESEARCH
ASSIGNMENTS*

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University



*PART ONE:
THE BEGINNING*

Information Literacy Database: Main Menu

Add a New Assignment

Assignments by Discipline












Assignments by Level

Assignments by Outcome

Exit Database

Assignments for:

Basic (FYS)

	Title	File
1	Fact Checking the Internet	
8	Navigating Research Dead Ends	
13	Research Trail	
14	Reflect on Your Discipline	
16	Anatomy of a Research Paper	
17	Annotated Bibliography	
18	Compare Search Strategies	
19	Compare Research Databases	
20	Compare Information Sources	
26	Research a News Item	
35	Understanding Primary Sources	

INTERNAL ASSIGNMENT COLLECTION

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University



Bang Bang Chicken

by Table for Two on January 9, 2012 in Appetizers

See post on Table for Two's site!



4.3 Rating(s) 3.00 Min(s)

Prep: 20 mins

Cook: 10 mins

Level: Easy

Serves:

System: US Metric

share

print add to recipe box 2 comments 13 reviews

Description

Crispy fried chicken poppers with a creamy Sriracha sauce.

Ingredients

- ½ 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

Image courtesy of <http://tastykitchen.com/>

COOKING METAPHOR

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

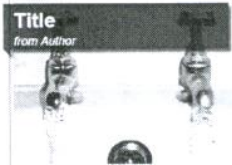
What can we help you find?

Search

May we suggest: information visualization, information evaluation, zotero, critically evaluating information

Home Browse Recipes Community Getting Involved

Newest Recipe



Title from Author
Marfa mikshk single-origin coffee you probably haven't heard of them. Austin you probably haven't heard of them. cred. american apparel fruitaut vinyl pour-over hoodie godard direct trade photo booth pop-up trust fund messenger bag swag. VHS fingerstache butcher, sustainable aesthetic gluten-free PBR keffiyeh whatever four loko mustache

Top Rated Recipe



Title from Author
Marfa mikshk single-origin coffee you probably haven't heard of them. Austin you probably haven't heard of them. cred. american apparel fruitaut vinyl pour-over hoodie godard direct trade photo booth pop-up trust fund messenger bag swag. VHS fingerstache butcher, sustainable aesthetic gluten-free PBR keffiyeh whatever four loko mustache

Recipe of the Day



Title from Author
Marfa mikshk single-origin coffee you probably haven't heard of them. Austin you probably haven't heard of them. cred. american apparel fruitaut vinyl pour-over hoodie godard direct trade photo booth pop-up trust fund messenger bag swag. VHS fingerstache butcher, sustainable aesthetic gluten-free PBR keffiyeh whatever four loko mustache

Featured Recipe



Authentic direct trade PBR yr gluten-free, occupy banksy mixtape stumptown terry nchardson beard retro umami +1 Bicycle rights put a bird on it street art small batch letterpress. Put a bird on it sartorial cosy sweater, mixtape masler cleanse semiotics mikshk artisan farm-to-table bespoke shoreditch. Direct trade umami chamkray phone, next level leggings sriracha ethical whatever vice forage carles scenester. Viral cardigan blog gluten-free skateboard. Food truck stumptown jean shorts sriracha hella skateboard. Lomn before they sold out organic odd future kale chips farm-to-table, locavore chitwave high life readymade

Image courtesy of <http://railhighered.org/>



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- [Grants for First-Time Conference Attendees](#)
- [Scholarships for Library Science Students](#)
- [SPIF](#)
- [SCELC Research Incentive Grant](#)

[Home](#)

SPIF

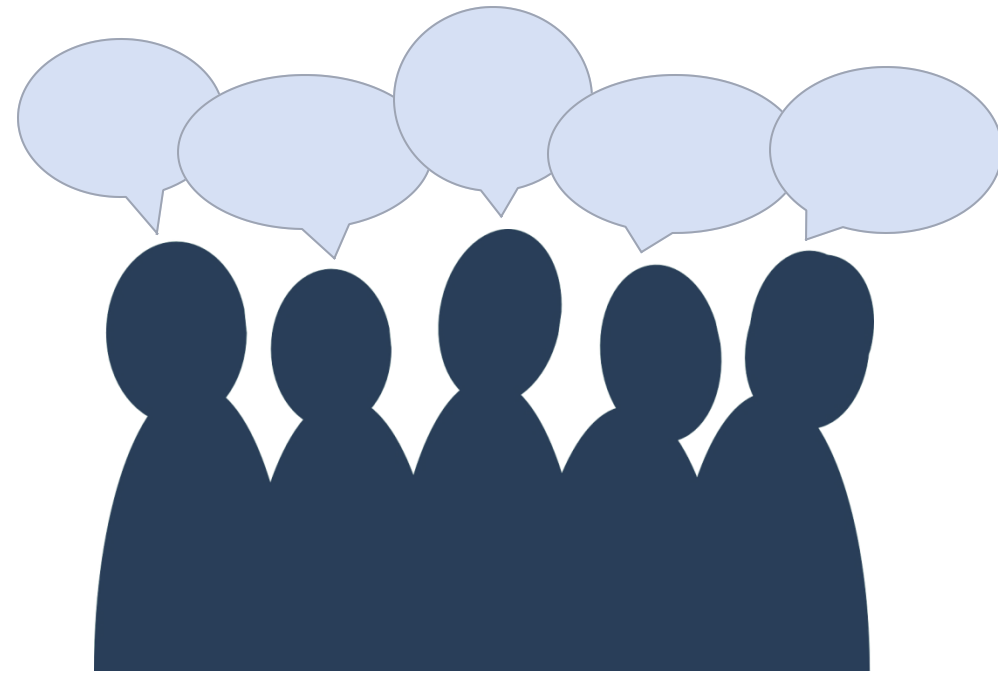
SPIF Application and Approval Procedure

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.

Image courtesy of <http://scelc.org/about>

PROJECT FUNDING

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University



- 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?

FACULTY FOCUS GROUPS

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

[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](http://libguides.lmu.edu) (research guides) available at <http://libguides.lmu.edu> and the ARC's Writing [LibGuide](http://libguides.lmu.edu/writing) 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)

INITIAL ASSIGNMENT FIELDS



LMU Library - CORA + The Cherry Hill Company

+ Activity Schedules Messages Tickets Notebooks Repositories People

1. Active Tickets

Select: All, None, Reverse Update selected tickets...

<none>

#	Summary	Assignee	Status
<input type="checkbox"/> 118	edit last sentence of message when someone fills out a new user account	Susan A.	Resolved
<input type="checkbox"/> 94	rearrange fields in "Create Assignment" content area	Lindsey M.	Resolved
<input type="checkbox"/> 112	open Teaching Resources "More Info" and "Visit Page" links in a new window?	Susan A.	Resolved
<input type="checkbox"/> 114	deleting bogus users- error message	Susan A.	Input Needed
<input type="checkbox"/> 115	Site Colors mistake	Lindsey M.	Resolved
<input type="checkbox"/> 116	Add Google Analytics Tracking Code	Lindsey M.	Resolved
<input type="checkbox"/> 120	Suggest a Teaching Resource menu item	Lindsey M.	New
<input type="checkbox"/> 124	How do I copy/paste text from a Word document into CORA?	Susan A.	Resolved

PROJECT DEVELOPMENT

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

- “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.

PROJECT SCOPE

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.

CORA DEVELOPMENT GROUP



Community of Online Research Assignments
an open access resource for faculty and librarians

SEARCH:

SITE



GO »

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USER LOGIN

Username *

Password *

- Become a contributor
- Request new password

LOG IN



Historical Film Critique
and Comparison

Alexander Justice

This assignment asks students to compare the dramatization of a historical event to the historical writing about the same event.

READ MORE

WWW.PROJECTCORA.ORG

CORA LIVE DEMO

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

Search for Assignments

Assignments

Information Literacy Concepts	Discipline
<input type="text" value="- Any -"/>	<input type="text" value="- Any -"/>
Individual or Group	Ability Level
<input type="text" value="- Any -"/>	<input type="text" value="- Any -"/>
Keywords	
<input type="text"/>	<input type="button" value="APPLY"/>

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

[READ MORE](#)

Citation Mapping for Religious Studies

Posted on August 11, 2015

Author: Desirae Zingarelli-Sweet

This assignment asks students to map scholarly citations in order to illustrate the concept that scholarship is a conversation. Secondly, the activity is meant to demonstrate the constructed and contextual nature of authority in academic discourse. It can be used to help students build up to completing an annotated bibliography, research paper, or presentation that requires scholarly sources.

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	98.54 KB
 This is the Word version of the assignment	23.53 KB

Learning Outcomes:

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	82.3 KB
--	---------

ASSIGNMENTS

Create Assignment

Title *

Description * (Edit summary)

Attachments

Add a new file
Upload | Remote URL
Choose File No file chosen
UPLOAD
[More information?](#)

Learning Outcomes *

Classification

Discipline *

Information Literacy concepts

Individual or Group

- Individual
- Group

Ability Level

- Undergraduate--lower division
- Undergraduate--upper division
- Graduate

Tags

More information?

Instructor Resources

Additional Instructor Resources (e.g. in-class activities, worksheets, scaffolding applications, supplemental modules, further readings, etc.)

More information?

Resources Upload

Add a new file
Choose File No file chosen
UPLOAD
[More information?](#)

Assessment or Criteria for Success

 (e.g. rubric, guidelines, exemplary sample paper, etc.)

Add a new file
Choose File No file chosen
UPLOAD
[More information?](#)

Show row weights

Relevant links	
Title	URL
<input type="text"/>	<input type="text"/>
More information?	

ADD ANOTHER ITEM

Potential Pitfalls and Teaching Tips

Show row weights

Collaborators

ADD ANOTHER ITEM

SAVE **PREVIEW**

ADD ASSIGNMENT FORM



I Adapted This

Please describe your adaptation

Adaptation description

I ADAPTED THIS Cancel

Adapters

Rain Michaels (rbrew)

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.)?

BUILDING A COMMUNITY

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

DQP Assignment Library

This resource is funded by The National Institute for Learning Outcomes Assessment (NILOA). It is a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the Degree Qualifications Profile (DQP). The assignments and commentaries here are works in progress, generously shared by faculty members from a wide range of fields and institutional types committed to advancing and documenting student learning.



[VISIT PAGE](#)

RESOURCE TYPE:

Website

Teaching Resources

Discipline	Resource Type	Keyword	
<input type="text" value="- Any -"/>	<input type="text" value="- Any -"/>	<input type="text"/>	<input type="button" value="APPLY"/>

AAC&U's Value Assessment of Learning in Undergraduate Education (VALUE)
Explains 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



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ACRL Framework Toolkit

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



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DQP Assignment Library

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



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[VISIT PAGE](#)

Jorum

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



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TEACHING RESOURCES

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

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:

- Loyola Marymount University, Office of Assessment's Assessment Resources. *Rubrics*. Retrieved from <http://academics.lmu.edu/spee/officeofassessment/assessmentresources/rubrics/>
- Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus Publishing.
- Moskal, B.M. (2003). Recommendations for developing classroom performance assessments and scoring rubrics. *PracticalAssessment, Research & Evaluation*, 8(14). Retrieved from <http://pareonline.net/getvn.asp?v=8&n=14>
- Oakleaf, M. (2009). Writing rubrics right: Avoiding common mistakes in rubric assessment. *ACRL National Conference 2009*. Retrieved from <http://meganoakleaf.info/writingrubricsright.pdf>
- Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco: Jossey-Bass.

HELP CENTER



Community of Online Research Assignments

an open access resource for faculty and librarians

[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.

Rate your level of agreement or disagreement with these statements about [CORA](#).

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

IMPROVING CORA

Susan Gardner Archambault & Lindsey McLean
Loyola Marymount University

Blog

Filter by keywords

APPLY

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...



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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...



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Posted on June 2, 2015

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