

Supplementary

Application of ChatGPT in Information Literacy Instructional Design

Jelena Madunić ^{1*} and Matija Sovulj ²

¹ University of Split Library; jmadunic@svkst.hr

² University of Split Library; msovlj@svkst.hr

* Author to whom correspondence should be addressed

Prompt Script Output

Introduction

Framework for Information Literacy in the context of information skills required for PhD students:

1. Authority is Constructed and Contextual: PhD students should understand that authority in academic writing is not fixed but is constructed within a context. They need to critically evaluate sources and recognize that expertise can vary depending on the situation. This frame emphasizes the importance of questioning and examining the credibility of sources.

2. Information Creation as a Process: PhD students should grasp that information is not static; it evolves through various processes. They should learn to engage with information creation by understanding how knowledge is generated, published, and disseminated. This concept encourages students to see themselves as active participants in the creation of knowledge.

3. Information Has Value: PhD students must appreciate the value of information, both in terms of intellectual property and the economic and social aspects. They need to understand issues related to copyright, plagiarism, and open access, as well as the ethical use of information in scholarly work.

4. Research as Inquiry: This frame encourages students to approach research as a dynamic and questioning process. PhD students should be adept at formulating research questions, exploring diverse perspectives, and adapting their inquiries as they delve deeper into their topics. It fosters a sense of curiosity and intellectual exploration.

5. Scholarship as Conversation: PhD students should recognize that scholarly discourse is an ongoing conversation. They need to learn to engage with and contribute to this dialogue by understanding the value of citations, peer review, and academic discourse conventions. This frame emphasizes the importance of academic collaboration and communication.

6. Searching as Strategic Exploration: Effective searching is a crucial skill for PhD students. They should develop strategic approaches to information seeking, including using appropriate search tools, refining search queries, and critically evaluating search results. This frame empowers students to navigate the vast information landscape effectively.

Incorporating these six frames into a PhD course on Academic/Scholarly Writing will help students develop essential information literacy skills. They will learn to critically assess sources, engage in meaningful research, understand the value of information, contribute to scholarly conversations, and conduct effective searches, all of which are vital for success in their academic pursuits and future careers as scholars.

Course Description

Course Title: Academic/Scholarly Writing

Academic Level: 1st year of the PhD study program
Program: Economics and Business Economics

University: University of Split Faculty of Economics, Business and Tourism
ECTS Credits: 5

Course Workload: 10 hours of lectures, 20 hours of seminars
Percentage of e-Learning: 20%

Course Objectives

- Students will acquire skills necessary for producing research publications, including their doctoral thesis and research papers.
- Students will be able to produce different types of research papers or scientific publications.
- Students will be able to participate in the peer-review process.

Learning Outcomes

- Formulating Ideas and Evaluating Resources: Students will learn how to formulate research ideas, conduct effective searches for both text and online resources, and critically assess and synthesize research findings. This skill is essential for scholarly writing and research.
- Familiarity with Various Writing Formats: Students will become acquainted with various academic writing and communication formats, including papers, annotated bibliographies, and other relevant formats specific to their degree program. This prepares them for diverse writing tasks.
- APA Form and Style, and Plagiarism Avoidance: Students will develop an understanding of APA formatting and style guidelines, as well as the importance of avoiding plagiarism in academic writing. This ensures that their work adheres to academic integrity standards.
- Scholarly Literature Review Skills: The course will help students hone their skills in crafting scholarly literature reviews. This includes conducting comprehensive research literature searches, synthesizing existing research, organizing literature around key study components, identifying research gaps, and presenting a balanced and unbiased review.
- Creating Bias-Free Scholarly Literature Reviews: Students will learn how to create literature reviews that are free from bias, focusing on the study's topics and addressing all required components for a dissertation. This emphasizes the importance of objectivity and comprehensive coverage in scholarly writing.

Course Contents

1. Social Role of Research and Researchers: Understanding the broader societal context of research, the role of researchers, and the beneficiaries of scientific research. This contextual awareness is crucial for effective scholarly writing.

2. Defining a Research Topic: Guiding students in selecting and defining a research topic within the context of existing scholarly literature. Emphasis on scientific contribution and crafting the introductory chapter of a research work.

3. Conducting a Literature Review: Teaching the principles and practical implementation of conducting a literature review. Addressing topics such as originality in scientific writing, plagiarism (and how to avoid it), proper sourcing, and citation practices.

4. Text Analysis and Critical Reading: Developing skills in basic text analysis and critical reading of scholarly articles, abstracts, and academic research works. This helps students assess the quality and relevance of sources.

5. Creating Coherence in Scientific Writing: Identifying patterns and features that contribute to the coherence of a scientific text. Understanding theoretical concepts and theories, as well as substantiating scientific claims with supporting evidence.

6. Writing Strategies and Processes: Exploring various writing strategies and processes. Covering technical aspects of writing, including tools and methods, and focusing on semantic and linguistic aspects of academic writing to enhance clarity and precision.

7. Participation in the Review Process: Preparing students for participation in the peer-review process. Teaching them how to respond effectively to reviewers' comments and feedback.

Course Schedule

Module	Topics and Weeks	Learning Outcomes Addressed
Module 1: Introduction to Academic Writing and Research	Weeks 1-2	<ul style="list-style-type: none"> - Understand the social role of research. - Identify users and beneficiaries of scientific research. - Define the role of researchers. - Recognize the needs of various stakeholders.
Module 2: Formulating and Defining Research Topics	Weeks 3-4	<ul style="list-style-type: none"> - Select and define research topics. - Assess existing scholarly literature. - Establish the scientific contribution. - Craft the introductory chapter in a research work.
Module 3: Literature Review and Citation	Weeks 5-7	<ul style="list-style-type: none"> - Learn principles of conducting a literature review. - Maintain originality in scientific writing. - Understand (auto)plagiarism and avoidance strategies. - Practice proper sourcing and citation practices.
Module 4: Text Analysis and Critical Reading	Weeks 8-10	<ul style="list-style-type: none"> - Develop basic text analysis techniques. - Engage in critical reading of abstracts and scholarly articles. - Assess the quality and relevance of academic research works. - Identify patterns and features in scientific texts.
Module 5: Creating Coherence and Supporting Claims	Weeks 11-13	<ul style="list-style-type: none"> - Establish coherence in scientific writing. - Identify theoretical concepts and theories. - Substantiate scientific claims with supporting evidence. - Develop effective argumentation.
Module 6: Writing Strategies, Technical Aspects, and Peer Review	Weeks 14-16	<ul style="list-style-type: none"> - Apply various writing strategies and processes. - Utilize writing tools and methods effectively. - Understand semantic and linguistic aspects of academic writing. - Prepare for participation in the peer-review process and respond to reviewers' comments and feedback.

Course Assessment and Final Project	Weeks 17-18	<ul style="list-style-type: none">- Evaluate student learning through assignments, quizzes, and class participation.- Complete a final project: Produce a scholarly paper or literature review applying the skills learned throughout the course.
Conclusion and Wrap-Up	Week 19	<ul style="list-style-type: none">- Recap key concepts and takeaways.- Prepare students for future academic writing and research.

Workshop Plan: "From Research Topic to Research Questions"

Facilitator: [Facilitator Name]

Date: [Date]

Duration: 120 minutes

Workshop Goals:

- Develop advanced skills in critically evaluating and refining research topics.
- Enhance the ability to select and justify appropriate resources, sources, or investigative methods for advanced research.
- Foster peer discussion and collaboration in topic refinement.

Agenda:

Introduction (10 minutes)

Welcome and workshop objectives.

Emphasize the importance of advanced research skills for postgraduate studies.

Overview of the workshop structure and activities.

Activity 1: Research Topic Sharing and Peer Feedback (15 minutes)

Participants briefly present their initial research topics.

Facilitated peer feedback and discussion to identify areas for refinement and research gaps.

Activity 2: Advanced Literature Review and Refinement (25 minutes)

In small groups, participants conduct an in-depth literature review on their research topics.

Identify seminal works, research methodologies, and theoretical frameworks.

Refine research topics based on insights gained from the literature.

Activity 3: Resource Selection and Justification (25 minutes)

Discuss advanced criteria for resource selection in Economics and Management research.

Participants select and justify the use of specific resources, including primary and secondary sources, data sets, and specialized databases.

Break (10 minutes)

Brief break for participants to refresh.

Activity 4: Group Discussion and Peer Feedback (15 minutes)

Groups share their refined research topics and discuss their chosen resources.

Encourage critical reflection and peer feedback on resource selection and topic refinement.

Activity 5: Research Question Development (15 minutes)

Participants craft precise and researchable research questions based on their refined topics and chosen resources.

Discuss the importance of research questions as the foundation of scholarly inquiry.

Activity 6: Research Plan and Next Steps (10 minutes)

Participants outline a preliminary research plan, including methodologies and a timeline.

Discuss next steps for their research journeys.

Closing Reflection and Q&A (10 minutes)

Participants individually reflect on key takeaways from the workshop.
Open the floor for questions and discussion.

Workshop Materials:

Laptops or devices for accessing online resources.
Access to relevant databases and academic search engines.
Handouts summarizing resource selection criteria and best practices.

Workshop notes:

Key Concepts: Advanced Resource Selection Criteria in Economics and Management

1. **Primary and Secondary Sources:** In the realm of Economics and Management, understanding the distinction between primary and secondary sources is vital. Primary sources refer to original research studies, data sets, surveys, and firsthand accounts. Secondary sources encompass literature reviews, meta-analyses, and scholarly critiques of primary research. PhD students must discern when to use primary sources for original insights and when to rely on secondary sources for synthesis and contextualization.

2. **Data Sets and Empirical Analysis:** Economics and Management research often involves empirical analysis and data-driven investigations. Students should be adept at identifying and accessing relevant data sets, whether they are publicly available, proprietary, or generated through surveys or experiments. Advanced criteria include assessing data quality, reliability, and relevance to the research question.

3. **Specialized Databases:** PhD students in Economics and Management should be well-versed in using specialized databases tailored to their fields. These databases, such as EconLit, JSTOR, or industry-specific repositories, offer access to peer-reviewed journals, conference proceedings, and reports. Criteria for selecting specialized databases involve evaluating the comprehensiveness of the database, currency of the content, and its alignment with the research focus.

4. **Multidisciplinary Research:** Encourage students to explore multidisciplinary approaches. In Economics and Management, issues often intersect with fields like psychology, sociology, or environmental science. Advanced resource selection involves recognizing when to draw insights from other disciplines to enrich one's research and address complex real-world challenges.

5. **Citation and Impact Metrics:** PhD students should be aware of advanced bibliometric tools and citation databases like Web of Science or Google Scholar. They should consider citation impact factors and h-indexes of authors and journals when assessing the scholarly significance of potential resources.

6. **Access to Restricted Data:** In some cases, research may require access to restricted or confidential data, such as financial reports, proprietary business data, or sensitive economic indicators. Understanding the protocols, legalities, and ethical considerations involved in obtaining such data is crucial for advanced research.

7. **Qualitative vs. Quantitative Sources:** Depending on their research methodologies, students should discern between qualitative and quantitative sources. They should select appropriate interviews, case studies, surveys, or econometric data sources to align with their research designs.

Key considerations: Advanced Resource Selection Criteria in Economics and Management

1. **Relevance to Research Topic:** Resources should directly align with the specific research topic. Advanced students need to go beyond general sources and identify materials that offer insights and data directly related to their research questions.
2. **Peer-Reviewed Journals:** Emphasize the importance of scholarly, peer-reviewed journals. Advanced researchers should prioritize sources that have undergone rigorous peer review, as they tend to provide higher-quality and credible information.
3. **Impact Factor and Journal Ranking:** Encourage students to consider the impact factor and ranking of journals in their field. Higher-ranked journals often publish more influential and well-regarded research. However, they should also recognize that some niche journals might be highly specialized and valuable for specific topics.
4. **Publication Date:** While older sources can be valuable for historical context, advanced students should prioritize recent publications. The field of Economics and Management is dynamic, and recent research may provide insights into the most current trends and developments.
5. **Author Expertise:** Investigate the expertise and reputation of authors. Scholars with established reputations in the field are more likely to produce authoritative research. Advanced students should also consider the author's affiliation and whether it aligns with the research topic.
6. **Methodology and Data Sources:** Assess the methodologies used in research articles. Students should seek resources that employ robust research methodologies and data sources that are appropriate for their research questions. For instance, econometric studies may require specific data sets.
7. **Cross-Referencing and Citations:** Evaluate the cross-referencing and citations within a resource. Advanced researchers should look for sources that are frequently cited by other scholars, indicating their influence in the field.
8. **Interdisciplinary Insights:** Consider interdisciplinary sources. Economics and Management often intersect with other disciplines. Advanced students should explore research from related fields, such as psychology, sociology, or environmental science, to gain multidimensional insights into their topics.
9. **Grey Literature:** In some cases, grey literature, such as working papers, reports, or industry publications, can provide valuable real-world data and insights. Students should be aware of when and how to include grey literature in their research.
10. **Access to Data Sets:** Advanced research in Economics and Management may require access to specialized data sets. Students should assess whether the data they need is available and, if necessary, consider data acquisition strategies.
11. **Ethical Considerations:** Ethical considerations, such as conflicts of interest or industry funding, should be evaluated when selecting resources. Advanced researchers need to be diligent in ensuring the integrity of their sources.
12. **International Perspective:** Recognize the global nature of economics and management research. Advanced students should seek international perspectives, especially if their research has global implications.

In the field of Economics and Management, a good research question is essential for conducting meaningful and impactful research. Here are the criteria that make a research question good:

1. **Relevance:** A good research question should be highly relevant to the field of Economics and Management. It should address a real-world problem, challenge, or opportunity that has practical implications for businesses, organizations, or the economy.
2. **Clarity:** The question should be clear and concise, avoiding jargon or overly complex language. It should be easy to understand and articulate.

3. **Specificity:** It should be specific and focused. A broad or vague question can lead to unfocused research. Instead, the question should target a particular aspect or issue within the field.

4. **Researchable:** The question should be researchable, meaning it can be answered through empirical investigation, data analysis, or scholarly inquiry. It should not be too speculative or unfeasible to study.

5. **Novelty:** A good research question often explores a novel or under-researched area within Economics and Management. It should contribute to the existing body of knowledge by addressing gaps or providing new insights.

6. **Feasibility:** The question should be feasible given available resources, data, and time. Researchers should consider whether they can access the necessary data or conduct the required experiments or surveys.

7. **Testability:** It should be possible to test the research question through empirical evidence or data analysis. Researchers should outline a clear methodology for investigating the question.

8. **Significance:** The question should have significance and potential implications for theory, practice, or policy in Economics and Management. It should address issues that matter to stakeholders in the field.

9. **Alignment with Theory:** A good research question should align with existing economic and management theories or frameworks. It should build upon or challenge established concepts, contributing to theoretical development.

10. **Practicality:** Consider the practical relevance of the question. Will the findings have practical applications in the business or organizational context? Will they inform decision-making?

11. **Ethical Considerations:** Researchers should ensure that the question and the research process adhere to ethical guidelines, especially in areas like data collection, privacy, and potential conflicts of interest.

12. **Clear Hypothesis or Expected Outcomes:** While not always necessary, a well-defined hypothesis or expected outcomes associated with the research question can enhance clarity and guide the research process.

13. **Manageability:** Ensure that the scope of the research question is manageable within the constraints of the research project, such as time and resources. It should be neither too broad nor too narrow.

14. **Revisions:** Be open to revising and refining the research question as the research progresses. Sometimes, initial questions may evolve based on new insights or findings.

In Economics and Management, a good research question should serve as the foundation for a research project that contributes to the understanding of economic and managerial phenomena. It should lead to valuable insights, inform decision-making, and have practical implications for businesses, organizations, and policy-makers in these fields.

Five most important criteria for formulating a good research question in the field of Economics and Management:

1. **Relevance:** The question must address a practical issue or challenge within Economics and Management, with clear implications for businesses, organizations, or the economy.

2. **Specificity:** It should be specific and focused on a particular aspect or problem, avoiding vague or broad inquiries.

3. **Researchable:** The question should be answerable through empirical investigation or scholarly inquiry, and the necessary data and methods should be accessible.

4. **Significance:** It should have meaningful implications and contribute to theory, practice, or policy within Economics and Management.

5. **Ethical Considerations:** Researchers must ensure that the question and the research process adhere to ethical guidelines, particularly in areas like data privacy and conflicts of interest.

These criteria help ensure that a research question is well-structured, meaningful, and capable of producing valuable insights in the field of Economics and Management.

Examples of a well-formulated research question and a poorly formulated one

Well-Formulated Research Question:

How does the adoption of sustainable supply chain practices impact the financial performance of manufacturing firms in the automotive industry in the United States over the past decade?

- **Relevance:** This question addresses a current and relevant issue in Economics and Management, namely, the relationship between sustainability and financial performance in a specific industry and region.

- **Specificity:** It is specific in terms of the research focus (sustainable supply chain practices, financial performance), industry (automotive), and geographic location (United States).

- **Researchable:** The question is researchable since it can be investigated by collecting data on sustainable practices and financial indicators over the past decade.

- **Significance:** The question has significant implications for both sustainability practices and business performance, making it meaningful to academics, businesses, and policymakers.

- **Ethical Considerations:** Researchers must consider ethical aspects, such as data privacy and potential conflicts of interest when conducting this study.

Poorly Formulated Research Question:

How does the economy affect businesses?

Relevance: This question is overly broad and lacks specificity. "The economy" can encompass numerous factors, and "businesses" is a broad category.

Specificity: It lacks specificity as it doesn't specify which economic factors or aspects of businesses it intends to explore.

Researchable: The question is vague and doesn't provide a clear direction for data collection or analysis. It's not clear what aspects of the economy or businesses would be studied.

Significance: The question lacks clear significance or implications since it doesn't identify a specific issue or relationship to investigate.

Ethical Considerations: While ethics can be relevant in economic research, this question doesn't raise specific ethical concerns as it lacks a clear research focus.

The well-formulated research question is specific, researchable, and relevant to a specific context, making it a strong foundation for empirical research. In contrast, the poorly formulated question is too broad, lacking clarity and a clear direction for investigation, which would hinder the research process and limit its meaningfulness.

Assessment activities

Assessment activities to conclude the "From Research Topic to Research Questions" workshop: peer review and feedback session.

1. Resource Selection and Justification (20 minutes):

Participants should select at least two resources (e.g., articles, journals, databases) that they believe are highly relevant to their refined research topics.

They must provide a brief justification for each resource, explaining why it is suitable for their research.

2. Peer Review and Feedback (30 minutes):

Divide participants into small groups (3-4 members per group) to facilitate peer review.

Each participant takes turns presenting their refined research topic, selected resources, and research questions to their group members.

Group members provide constructive feedback on the clarity, relevance, and feasibility of the topic, the appropriateness of the selected resources, and the research questions' alignment with the criteria discussed.

Encourage participants to ask questions and engage in thoughtful discussions during the feedback session.

Assessment Criteria:

Ability to refine research topics effectively.

Selection of appropriate resources and clear justifications.

Formulation of well-defined research questions.

Constructive feedback provided to peers.

Incorporation of peer feedback into one's own work.

Grading rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Inadequate (1)
Ability to Refine Research Topics Effectively	<ul style="list-style-type: none"> - The participant demonstrates an exceptional ability to refine the research topic. - The refined topic is highly relevant, specific, and demonstrates a deep understanding of the topic's nuances. 	<ul style="list-style-type: none"> - The participant effectively refines the research topic. - The refined topic is relevant and specific, showing a good grasp of the topic's complexities. 	<ul style="list-style-type: none"> - The participant somewhat refines the research topic but lacks depth or specificity. - The topic is generally relevant but may need further refinement. 	<ul style="list-style-type: none"> - The participant struggles to refine the research topic, resulting in a somewhat vague or broad topic. - Relevance and specificity are lacking. 	<ul style="list-style-type: none"> - The participant does not effectively refine the research topic, leading to a vague and irrelevant topic. - There is a lack of understanding of the topic's nuances.

Selection of Appropriate Resources and Clear Justifications	<ul style="list-style-type: none"> - The participant selects highly relevant resources with impeccable justifications. - Justifications demonstrate a deep understanding of resource selection criteria. 	<ul style="list-style-type: none"> - The participant selects appropriate resources with clear justifications. - Justifications are sound and indicate a good understanding of resource selection criteria. 	<ul style="list-style-type: none"> - The participant selects somewhat relevant resources with justifications that lack depth or clarity. - Justifications show some understanding of resource selection criteria. 	<ul style="list-style-type: none"> - The participant selects resources that may not be entirely suitable, and justifications lack clarity or depth. - Understanding of resource selection criteria is limited. 	<ul style="list-style-type: none"> - The participant selects inappropriate resources with weak or no justifications. - There is a lack of understanding of resource selection criteria.
Formulation of Well-Defined Research Questions	<ul style="list-style-type: none"> - The participant formulates exceptionally clear and researchable questions that align perfectly with the criteria discussed. - Questions are precise, focused, and demonstrate a deep understanding of research question development. 	<ul style="list-style-type: none"> - The participant formulates well-defined research questions that align effectively with the criteria discussed. - Questions are clear, focused, and demonstrate a good understanding of research question development. 	<ul style="list-style-type: none"> - The participant formulates somewhat clear research questions, but they may lack precision or focus. - Alignment with the criteria is evident but not perfect. 	<ul style="list-style-type: none"> - The participant struggles to formulate clear research questions, resulting in somewhat vague or unfocused queries. - Alignment with criteria is limited. 	<ul style="list-style-type: none"> - The participant formulates research questions that lack clarity and focus. There is a lack of alignment with the criteria discussed.
Constructive Feedback Provided to Peers	<ul style="list-style-type: none"> - The participant provides constructive, insightful, and detailed feedback to peers. - Feedback enhances peers' understanding and improves 	<ul style="list-style-type: none"> - The participant provides constructive feedback that helps peers improve their work. - Feedback is detailed and provides valuable 	<ul style="list-style-type: none"> - The participant provides feedback that is somewhat constructive but may lack depth or detail. - It contributes to peers' improvement to 	<ul style="list-style-type: none"> - The participant provides feedback that is somewhat constructive but lacks depth or clarity. - Its impact on peers' work is limited. 	<ul style="list-style-type: none"> - The participant provides feedback that is not constructive and does not contribute to peers' improvement.

	their work significantly.	insights.	some extent.		
Incorporation of Peer Feedback into One's Own Work	<ul style="list-style-type: none"> - The participant demonstrates an exceptional ability to incorporate peer feedback into their own work effectively. - Peer suggestions are fully integrated, resulting in significant improvements. 	<ul style="list-style-type: none"> - The participant effectively incorporates peer feedback into their own work. - Peer suggestions lead to noticeable enhancements. 	<ul style="list-style-type: none"> - The participant somewhat incorporates peer feedback, but improvements are limited. - Not all peer suggestions are integrated effectively. 	<ul style="list-style-type: none"> - The participant struggles to incorporate peer feedback, resulting in only minor improvements. - Some peer suggestions may be ignored or misunderstood. 	<ul style="list-style-type: none"> - The participant does not effectively incorporate peer feedback, and there is little to no improvement in their work. - Peer suggestions are disregarded.

Total Score (out of 25):_(To be calculated based on the individual scores in each criterion)

Interactive activity

Topic: SIFT Method of Evaluating Information Sources

Activity: Information Source Scavenger Hunt

Learning Goal: Recognizing and assessing the value of information resources using the SIFT method.

Materials Needed:

Whiteboard or large poster paper

Markers

A list of example online sources (varying in quality)

Printed SIFT evaluation criteria (one set for each participant)

Instructions:

1. Introduction (2 minutes):

Begin by explaining the importance of critically evaluating information sources, especially in academic research.

Introduce the SIFT (Stop, Investigate the source, Find better coverage, Trace claims back to the original) method for evaluating sources.

2. Source Evaluation Teams (2 minutes):

- Divide participants into small teams, ideally of 3-4 members each.

3. Instructions for the Scavenger Hunt (5 minutes):

Explain that each team will be given a list of example online sources (e.g., articles, websites, social media posts) to evaluate.

Their task is to apply the SIFT method to assess the quality and reliability of these sources.

Each team will have a set of printed SIFT criteria for reference.

4. Scavenger Hunt (8 minutes):

Provide each team with a list of online sources and a specific amount of time (e.g., 8 minutes) to evaluate as many sources as possible.

Encourage teams to use the SIFT criteria to assess each source thoroughly.

5. Reporting and Discussion (3 minutes per source, 6 minutes total):

After the scavenger hunt, ask each team to present one source they evaluated.

For each source, have the presenting team explain their assessment using SIFT criteria.

Encourage other teams to provide input and discuss their own evaluations.

6. Group Reflection (4 minutes):

Lead a brief group reflection discussion on the challenges and insights gained during the scavenger hunt.

Emphasize the importance of collaborating and discussing source evaluations.

7. Wrap-Up (2 minutes):

Summarize the key takeaways from the activity.

Reiterate the significance of applying critical evaluation methods to information sources.

Optional Extension:

To make the activity more competitive, you can assign point values to the sources based on their quality (e.g., reliable sources are worth more points).

Teams can compete to see who can accumulate the most points by evaluating and selecting the highest-quality sources within the time limit.

This interactive scavenger hunt not only reinforces the SIFT method but also promotes teamwork, discussion, and active learning. Participants will have fun while improving their ability to recognize and assess the value of information resources.

Activity notes and handouts

Information Source Scavenger Hunt

Welcome to the Information Source Scavenger Hunt! In this fun and interactive activity, you'll have the opportunity to practice evaluating online information sources using the SIFT method.

Why is Source Evaluation Important?

In today's digital age, information is abundant, but not all sources are reliable. Being able to distinguish credible and valuable sources from unreliable ones is a critical skill for academic research and informed decision-making.

Activity Overview:

1. You will be divided into teams.
2. Each team will evaluate a list of example online sources.
3. Apply the SIFT method to assess the quality and reliability of these sources.
4. Present your evaluations to the group and engage in discussions.

Group Reflection:

After the scavenger hunt, we will have a discussion to reflect on the challenges and insights gained during the activity. Share your thoughts and learn from your peers!

Remember, source evaluation is a crucial skill that will benefit you in academic research and beyond. Have fun, collaborate, and let's get started!

The SIFT Method:

SIFT stands for Stop, Investigate the source, Find better coverage, and Trace claims back to the original. Use these steps to critically examine online information.

- Stop: Before sharing or accepting information, pause and think critically.
- Investigate the source: Check the credibility of the source, author, and publication.
- Find better coverage: Look for multiple sources to verify information.
- Trace claims back to the original: Verify claims by finding the original source or evidence.

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