Building CORA: The Community of Online Research Assignments

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What Is CORA?

www.projectcora.org
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.
Cooking Metaphor

Baked Bang Bang Chicken
by Krysten Schwartz on February 22, 2013 in Main Courses, Poultry

Prep: 15 mins
Cook: 55 mins
Level: Easy
Serves: 4
System: US

Description
Baking instead of frying makes this not only a healthy meal but a super crunchy and delicious one!

Ingredients
2 whole Boneless, Skinless Chicken Breasts, Cut Into Bite Size Pieces

Preparation
Add the chicken and buttermilk into a large bowl, cover it with plastic wrap and place in the fridge for about 2 hours or so.

Image courtesy of http://tastykitchen.com

What can we help you find?

Search

Home Browse Recipes Community Getting Involved

Newest Recipe
Top Rated Recipe
Recipe of the Day

Featured Recipe

Image courtesy of http://railhighered.org
• 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. The process of constructing a literature review acquaints the researcher with the studies already done in a particular area and allows the researcher to build/extend existing knowledge. 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
• Find and use scholarly and discipline-specific professional information
• Select an appropriate documentation style and use it consistently to cite sources
• Evaluate scholarly articles and understand the research method used

DISCIPLINE: MULTIDISCIPLINARY

INFORMATION LITERACY CONCEPTS: needs, finds, evaluates, uses, ethics, 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)
## Assignments

### 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:** 3

### Citation Mapping for Religious Studies

**Posted on August 11, 2015**  
**Author:** Desiree 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

**Information Needs, Types, and Qualities**  
Submitted by lanewilkinson on January 6, 2016 - 9:41am

This activity proceeds via Socratic questioning. The goal is to have students explain the common stumbling blocks they encounter as they look for information and as they write papers (if they have). The role of the librarian is to facilitate the discussion by providing a contextual framework for student experiences. By showing students that their research process follows a common pattern, they can make better choices about how, when, and where to look for information (e.g., not jumping straight to peer-reviewed articles when they can barely define their topic).

**Attachments:**

- [1-11 Information Needs, Types, Qualities.docx](https://example.com/1-11_information_needs_types_qualities.docx)  
  **Size:** 53.49 KB

**Learning Outcomes:**

Students will be able to articulate the type of information they need to complete a given task. Students will be able to identify the appropriate uses for various information formats. Students will be able to explain the criteria by which we identify the credibility of an information source. Students will be able to identify which attributes of a given information source should be included in an annotated bibliography.
Teaching Resources

Search Teaching Resources

Teaching Tactics from Teaching Theology & Religion

Teaching Tactics are short, 400 word one-page manuscripts describing a successful teaching strategy that could be replicated by others. Several Teaching Tactics are published in each issue of the journal Teaching Theology & Religion, an international peer-reviewed journal on teaching, published by Wiley-Blackwell in cooperation with the Wabash Center for Teaching and Learning in Theology and Religion at Wabash College. The tactics are always available for free download.

DIRECT LINK

RESOURCE TYPE:

Activity

Discipline:

Theology
Improving CORA: Observations

PART 1: FIRST 8 MINUTES
You are searching online for resources to help you with some upcoming library instruction sessions. Show me what resources you use to help you plan for your library instruction and how you use them.

PART 2: LAST 8 MINUTES
Go to the CORA (Community of Online Research Assignments) website: www.projectcora.org and explore it as a potential resource to help you with your library instruction.
Tell me about a time when you found something useful online that helped you prepare for library instruction. Why was it useful? What do you like least about it?

Are there other online tools that you use frequently to prepare for library instruction?

Have you ever used the CORA site (www.projectcora.org) before?

When did you last log into an account on any site (e.g., Facebook) and why did you sign into your account?

How do you discover these resources?

What other ways might this site fit into your work?
Task-Based Usability Testing

**Scenarios with <70% Success Rate**

<table>
<thead>
<tr>
<th>Task #</th>
<th># Participants</th>
<th># Attempts</th>
<th>Success/Attempt</th>
<th>Success Rate Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>#3/Add Comment</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>66%</td>
</tr>
<tr>
<td>#4/Contact Author</td>
<td>3</td>
<td>3</td>
<td>2/3</td>
<td>66%</td>
</tr>
<tr>
<td>#5/Give Credit</td>
<td>2</td>
<td>2</td>
<td>0/2</td>
<td>0%</td>
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<tr>
<td>#6/Add Assignment</td>
<td>4</td>
<td>8</td>
<td>4/8</td>
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<table>
<thead>
<tr>
<th>Task</th>
<th>Successful Completion</th>
<th>Scenario</th>
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<tbody>
<tr>
<td>Sign up for account</td>
<td>Fills out contributor form and saves</td>
<td>Sign up for an account on the CORA site</td>
</tr>
<tr>
<td>Find assignment of interest</td>
<td>Locates assignment of interest</td>
<td>Search for and find 1 assignment that interests you</td>
</tr>
<tr>
<td>Add a comment to an assignment</td>
<td>Adds and saves comment</td>
<td>Add a public comment about 1 assignment</td>
</tr>
<tr>
<td>Contact a contributor</td>
<td>Finds contact info</td>
<td>Get in touch with the author of 1 assignment</td>
</tr>
<tr>
<td>Add 1 assignment</td>
<td>Uploads file or fills out fields</td>
<td>Share X assignment with others</td>
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# Card Sort Results Matrix

<table>
<thead>
<tr>
<th>Sorted Items</th>
<th>Assessment</th>
<th>Activity</th>
<th>Tech Tip</th>
<th>Pedagogy/ Theory</th>
<th>Subject Guide</th>
<th>Info Lit Tutorial</th>
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<tbody>
<tr>
<td>VALUE Rubric</td>
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<td>Active Learning Database</td>
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<td>3</td>
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<tr>
<td>Instructional Activities using Framework Spotlight</td>
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<td></td>
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<tr>
<td>Pro Standards &amp; Guidelines</td>
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<tr>
<td>Tech for Education</td>
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<td>Communications in Info Lit</td>
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<td>Framework Spotlight on Scholars</td>
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<td>Pumped Librarian Blog</td>
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<tr>
<td>Repository of Open Access Education</td>
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<tr>
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<td>1</td>
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<td>Teaching Strategies Column</td>
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</tbody>
</table>
A/B Testing
<table>
<thead>
<tr>
<th>Usability Problem/Observation</th>
<th>Recommendation</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long wait time for account approval</td>
<td>Streamline approval for .edu emails</td>
<td>High</td>
</tr>
<tr>
<td>Search for practical info when preparing to teach, not as theoretical</td>
<td>Expand scope of Teaching Toolkit &amp; include blogs, subject guides, etc.</td>
<td>High</td>
</tr>
<tr>
<td>Forms too long</td>
<td>Shorten forms; label optional items</td>
<td>Medium</td>
</tr>
<tr>
<td>See site as a marketplace, not a community. Won’t log into account.</td>
<td>Investigate login through Facebook/Twitter; increase functionality if not logged in</td>
<td>Medium</td>
</tr>
<tr>
<td>Use subject tags to search</td>
<td>Standardize tagging scheme</td>
<td>Low</td>
</tr>
<tr>
<td>Confused by search button label “apply”</td>
<td>Change label to “search”</td>
<td>Low</td>
</tr>
</tbody>
</table>
www.projectcora.org

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