

Supplementary

Application of ChatGPT in Information Literacy Instructional Design

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Prompt Script/ Input Data

Developing a detailed course syllabus using data from the course implementation plan

- Required Course “Academic/ Scholarly Writing”, 1st year of PhD study programme in Economics and Business Economics at the 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, i.e. 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:

In this course:

- students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings
- students will become familiar with various writing and communication formats, such as papers, annotated bibliographies, and practice preparing those formats appropriate to their degree
- students will develop techniques for following APA form and style and avoiding plagiarism
- students will develop scholarly literature review writing skills
- students will learn how to: (a) conduct a research literature search; (b) develop a scholarly synthesis of research literature; (c) organize research literature around identified required topics, including the problem, purpose, and theoretical perspectives of the study; (d) specify gaps in the existing research knowledge base to support the need for future research; and (e) focus on developing a scholarly narrative supporting all points of view of the study.
- students will learn how to create a scholarly literature review that avoids bias, focusing on the topics of the study, and addresses all the required components of a literature review in a dissertation

Creating assessment tasks

Learning outcome assessments:

- group work assignments

- formative assessment items: quizzes, multiple choice questions with feedback
- discussion prompts on a certain subject + grading rubric (-> typically designed as a grid-type structure, a grading rubric includes criteria, levels of performance, scores, and descriptors which become unique assessment tools for any given assignment)

Prompt examples

Act as an instructional designer. You are tasked with supporting an academic to design a syllabus for a 1st year PhD course in Academic/ Scholarly Writing. Please confirm understanding.

Summary (introduction to the syllabus)

Generate a concise summary of the key concepts related to [the Six Frames of ACRL Framework for Information Literacy:

1. Authority is Construction and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as Conversation
6. Searching as Strategic Exploration]

in the context of [information skills that PhD students should have]. The summary should be approximately 300 words in length and provide a clear overview of the subject matter.

In the process of producing the syllabus for a 1st year PhD course in Academic/ Scholarly Writing, we will be using the following parameters.

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6. students will learn how to create a scholarly literature review that avoids bias, focusing on the topics of the study, and addresses all the required components of a literature review in a dissertation

Please confirm understanding.

In the process of producing the syllabus for a 1st year PhD course in Academic/ Scholarly Writing, we will be using the following course contents:

1. Social role of research, researchers and scientific research; users and beneficiaries of scientific research and understanding their role and needs.
2. Defining a topic of scientific research in the context of existing scholarly literature. Scientific contribution and its forms. Writing the introductory chapter in a research work.
3. Conducting a literature review: principles and implementation. Originality in scientific writing, (auto)plagiarism, sources and citation.
4. Basic text analysis and critical reading of abstracts, published scholarly articles or other academic research works.
5. Identifying patterns and features that create the coherence of a scientific text. Identifying theoretical concepts and theories. Scientific claims and supporting evidence.
6. Writing strategies and processes. Technical aspects of writing (writing tools and methods, semantic and linguistic aspects of academic writing).
7. Participation in the review process. Responding to the reviewers' comments.

Please confirm understanding.

Generate a syllabus with 6 modules based on these learning outcomes and the course contents.

Lesson plan template

Generate a lesson plan template for teaching Academic/Scholarly Writing at the level of 1st year PhD students that can be customised to suit different learning contexts and objectives. The template should include sections for learning objectives, content outline, activities, and assessments, as well as guidance on how to adapt the plan for various contexts. [Can you outline this in a table format]

Lesson plan development (1)

Develop a lesson plan for a [90]-minute class session on the following topic: [From Research Topic to Research Questions] that addresses the following learning goal(s): [using research to refine topic; choosing appropriate resources, sources, or investigative methods]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Lesson plan development (2)

Develop a lesson plan for a [90]-minute class session on the following topic: [SIFT Method of Evaluating Information Sources] that addresses the following learning goal(s): [recognising and assessing the value of information resources]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Lesson plan development (3)

Develop a lesson plan for a [90]-minute class session on the following topic: [Avoiding Plagiarism] that addresses the following learning goal(s): [developing techniques for avoiding plagiarism; articulating the difference between copyright and plagiarism]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Lesson plan development (4)

Develop a lesson plan for a [90]-minute class session on the following topic: [Writing a literature review] that addresses the following learning goal(s): [understanding the different approaches in doing a literature review, the purpose of the review, where it will be placed in the thesis, and what the scope and focus of the literature review will be]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Workshop lesson plan (1)

Develop a workshop lesson plan for a 120-minute workshop on the following topic: [Strategies for writing journal articles and exploring publication options] that addresses the following learning goal(s): [developing strategies for writing journal articles and exploring publication options, including open access and copyright issues]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Workshop lesson plan (2)

Develop a workshop lesson plan for a 120-minute workshop on the following topic: [Systematic review in social sciences] that addresses the following learning goal(s): [introducing methodology of systematic literature review in the context of social science disciplines]. The plan should include a brief outline of the content to be covered, as well as suggested activities and assessments to support student learning.

Group assignment

Create a collaborative group project assignment for a 1st year PhD course in Academic/ Scholarly Writing focused on [peer-review] that fosters student interaction and engagement. The assignment should include a clear description of the project objectives, guidelines for collaboration, and an explanation of how the project aligns with the course's learning objectives: [developing skills for peer-review of scholarly papers and research articles exercise and assessment of the research methodology in peer-review].

Additional prompt:

Develop practical steps for a peer-review exercise and a set of criteria for assessment of the research methodology in peer-review.

Debates

Develop a set of five debate topics related to [using ChatGPT to write research papers at postgraduate level of studies] that will stimulate engaging class discussions and promote active participation among students. The topics should be controversial, relevant to the course content, and encourage students to think critically about the subject matter.

Collaborative group project

Create a collaborative group project assignment for a 1st year PhD course in Academic/ Scholarly Writing focused on [insert topic] that fosters student interaction and engagement. The assignment should include a clear description of the project objectives, guidelines for collaboration, and an explanation of how the project aligns with the course's learning objectives: [insert learning objective(s)].

Summary (can be used for lecture notes to distribute to students)

Generate a concise summary of the key concepts related to [insert topic] that aligns with the following learning objectives: [insert learning goal(s) and associated criteria]. The summary should be approximately 300 words in length and provide a clear overview of the subject matter.

Create illustrative examples

Create a set of six real-world examples that illustrate the practical application of [insert topic] in the context of [insert field]. Each example should be accompanied by a brief explanation of how it demonstrates the learning objective(s).

Scenario

Craft a complex scenario related to [insert topic] that requires students to apply their knowledge and critical thinking skills to solve a problem or make a decision. The scenario should be approximately 250 words long and include a clear problem statement, relevant contextual information, and potential consequences.

Discussion questions

Design five open-ended discussion questions related to [insert topic] that encourage students to engage in critical thinking, analysis, and debate. The questions should be thought-provoking, requiring students to reflect on the subject matter, evaluate different perspectives, and formulate their own opinions.

Case study

Case study Create a detailed case study exploring a real-life issue or challenge within the field of [insert topic]. The case study should present multiple perspectives on the issue, require students to analyse the situation and develop a well-reasoned solution, and

align with the following learning objective(s): [insert learning objective(s)].

Role plays

Generate a role-playing activity related to [insert topic] that encourages students to engage with the material and interact with one another. The activity should be designed for small groups and include a clear description of the roles, objectives, and guidelines for the activity.

Debates

Develop a set of five debate topics related to [using ChatGPT to write research papers at postgraduate level of studies] that will stimulate engaging class discussions and promote active participation among students. The topics should be controversial, relevant to the course content, and encourage students to think critically about the subject matter.

Collaborative group project

Create a collaborative group project assignment focused on [insert topic] that fosters student interaction and engagement. The assignment should include a clear description of the project objectives, guidelines for collaboration, and an explanation of how the project aligns with the course's learning objectives: [insert learning objective(s)].

Question generation

Craft a series of questions related to [insert topic] that can be easily adapted to different levels of complexity and depth, allowing educators to modify the questions according to their students' needs and backgrounds. The questions should cover a range of difficulty levels and promote critical thinking and problem-solving skills.

Rubric generation

Design an assessment rubric for evaluating student performance on a [insert assessment] related to [insert topic] that can be easily adjusted to reflect different learning objectives, criteria, or contexts. The rubric should include clear descriptions of performance levels and offer guidance on how to modify the criteria and standards according to specific needs and requirements.

Multiple choice questions

Generate a set of 10 multiple-choice questions related to [insert topic] that assess students' understanding of the following learning objective(s): [insert learning objective(s)]. Each question should include a clear stem, four answer choices, and a brief explanation of the correct answer.

Short answer questions

Design a short answer assessment question related to [insert topic] that aligns with the following learning objective(s): [insert learning objective(s)]. The question should be open-ended, requiring students to demonstrate their understanding and application of the topic.

Essay questions

Create an essay question prompt for an assessment on [insert topic] that challenges students to critically analyse the subject matter and develop a well-reasoned argument. The prompt should clearly state the question, provide any necessary context, and align with the following learning objective(s): [insert learning objective(s)].