York University AI Intensive

2026

AI and Assessment

APRIL 14-16, 2026

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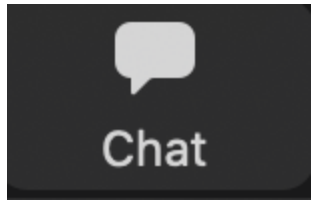
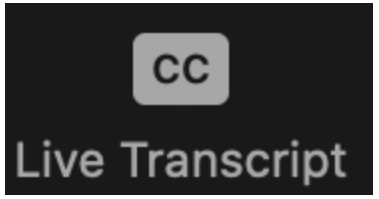
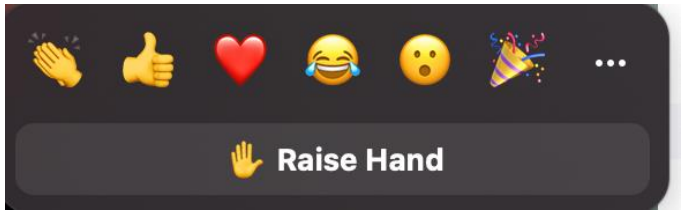
Welcome to the AI Intensive!







- To facilitate online engagement for all attendees, we ask that you…
  - Mute your audio
  - Hold questions for the designated Q&A
  - Raise your hand before contributing verbally
  - Use the chat to contribute non-verbally
  - Say your name when you speak
- You can show or hide live captioning as you prefer
- This session is being recorded – feel free to keep your video on or off, and to edit your name in the Participants list as you prefer
- Zoom's AI Companion has not been enabled



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Resource Spotlight 2: Insights from the Libraries

Ted Belke, Digital Engagement Librarian, Assistant Librarian - Markham (York University)

Sophie Bury, Teaching & Learning Librarian, Associate Librarian (York University)

APRIL 14, 2026

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Today's Session

In this session, two librarians who run student-focused AI programming at York University Libraries, will share key library resources and services available to instructors to support students' development of AI literacies in course-based research and assignments. They will share insights, along with concrete strategies and practical tips, grounded in their own teaching practice, to help instructors thoughtfully integrate generative AI into the design of research-based assignments or in-class activities to foster student learning.

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Agenda

- **Key Library Resources & Services to Support Students' AI Literacies**
- **Library Insights on Students' AI Literacies and Tips/Ideas for the Design of Research-Based Assignments**

1. Providing Guidelines: making explicit when and how they may use GenAI and the benefits and risks to their learning
2. Navigating Gen AI Tools versus Library's Discovery Tool (OMNI) - making this clear to students
3. Leveraging the appeal of AI chatbots (to students) for kickstarting research by teaching prompting basics and AI co-intelligence
4. Evaluating information sources: teaching comparative review of AI outputs versus traditional scholarly sources

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Key Library Resources & Services to Support Students' AI Literacies



York Library Resources: AI

- **Guides**
  - **Using Generative AI to Do Research (YUL Libguide)**
    Recommended for students wanting to learn about AI-based tools that can assist with research tasks and the fundamentals of prompting. It outlines guidelines and policy for AI usage at York, benefits and limitations for research, and tips for verifying what is found
  - **Artificial Intelligence Research Guide (YUL Libguide)**
    This guide offers students a starting point for navigating AI-related databases, journals, books and other resources available through YUL. It covers topics relevant to computer science, business, law, education, social science, humanities, and more

- **Drop-in Workshops** offered every Fall & Winter term
  - **AI for Research: Getting Started with Generative AI Responsibly**
  - **Beyond the AI Chatbot: Introduction to Scholarly AI Tools**

  Check out our AI website for listings to be available by early Fall 2026

- **Library Contacts for AI Questions**

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Academic Integrity, Citing and Generative AI: Library Resources

Citing Your Work Guide: Artificial Intelligence

- **Summary of new academic conduct policy**
- **APA, MLA and Chicago** style examples

SPARK's Academic Integrity Module

See especially sections:

4. **Types of Academic Misconduct** and

6. **Using AI-Based Tools Responsibly**

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Photo by Joshua Kettle on Unsplash

Additional Recommended Resources

GenAI Quickstart: For Students (Produced by Concordia Library)

- Open Educational Resource that helps students think about when and how to use AI-based tools for their academic work – or not! Comprises five interactive modules including self-check activities

AI and Personal Choice: Opting Out

- It is important to recognizing that some students may object to using Generative AI for a variety of reasons. This guide from George Mason University Library thoroughly covers considerations for students and faculty on addressing AI literacy and "opting out".

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Insights on Students' AI Literacies and Implications for Design of Research-Based Assignments



Photo by Kier in Sight Archives on Unsplash

AI Literacies

Frame 1	Frame 2	Frame 3	Frame 4	Frame 5	Frame 6
Know the basic principles of AI	Understand the fundamental differences of AI types	Experiment with AI tools	Review the outputs and outcomes of AI tools	Evaluate the impact of AI on a societal scale	Engage with AI discourse

Source: Hervieux, S. and Wheatley, A. *AI Literacy Framework* (2025). https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

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Four Insights & Related Activities to Build AI Literacies and Strengthen Research-Based Assignment Outcomes

Insight 1. Providing Guidelines

It helps students for you to render explicit when and how they can use GenAI and the benefits and risks to their learning when doing research assignments

AI Literacies at Play Here

- **Frame 1: Know the basic principles of AI**
  - Learning Objective: Recall the definitions of artificial intelligence, machine learning and generative AI

- **Frame 2: Understand the fundamental differences of AI types**
  - Learning Objective: Express how artificial intelligence includes many subcategories and how they relate to each other

Source: Hervieux, S. and Wheatley, A. AI Literacy Framework (2025). Source: Hervieux, S. and Wheatley, A. *AI Literacy Framework* (2025).
https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

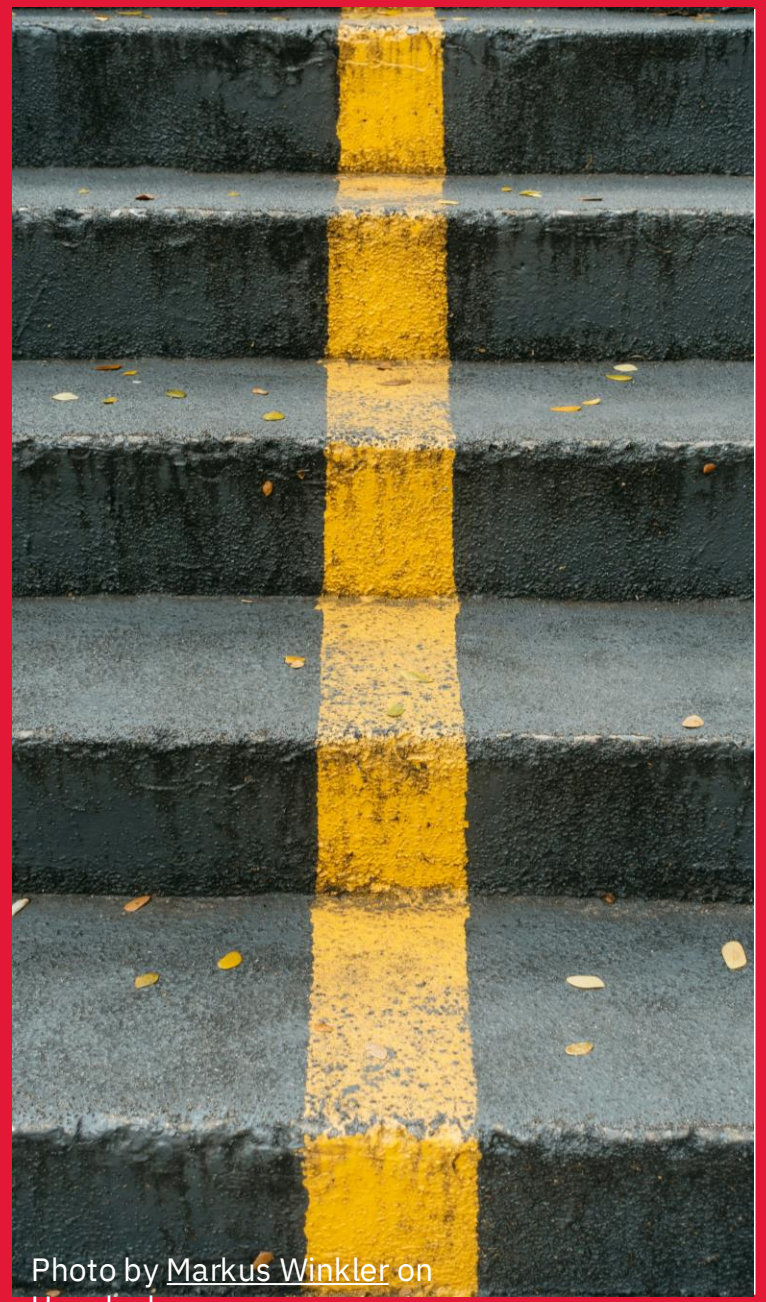

Photo by Markus Winkler on Unsplash

Setting boundaries and disclosure

- Artificial Intelligence Disclosure (AID) Framework (2024) by Kari Weaver at the University of Waterloo,
  DOI: https://doi.org/10.5860/crln.85.10.407
  - AID Framework Handout
  - AID Framework Development Rubric
- Guidelines for Graduate Students on Using Generative AI in Research Writing. McGill University, Graduate and Postdoctoral Studies.
- Perkins, M., Roe, J., & Furze, L. (2024). *The AI Assessment Scale Revisited: A Framework for Educational Assessment*. https://doi.org/10.48550/arxiv.2412.09029

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Have a discussion about the benefits and risks for learning where GenAI is used as part of this research cycle.

MAINSTREAM GENAI TOOLS LIKE CHATGPT, GEMINI ETC

BENEFITS TO LEARNING WHEN RESEARCHING

- Ideating and brainstorming, e.g., refining your topic
- Background research/ jumping-off point
- Information discovery including finding some sources (use tools that link to sources for verification)
- Virtual tutor for clarifying concepts
- Generating keywords and search terms for use in Omni or another library database
- Summarizing documents*

RISKS TO LEARNING WHEN RESEARCHING

- May fabricate data or citations in research
- Relying entirely on an AI tools for assignments (cognitive offloading) can lead to:
  - Plagiarism/cheating when over-relied upon
  - Reduces understanding and effort in assignments
  - Limits problem-solving skills
- May create inaccurate or misleading questions
- Provides generic suggestions, limits original thinking
- May give oversimplified/inaccurate explanations
- Skips in-depth reading and critical analysis

*Consider IP and copyright here

More than ChatGPT: Types of AI Tools

- Library Research Guides: Using Generative AI To Do Research: Types of Tools

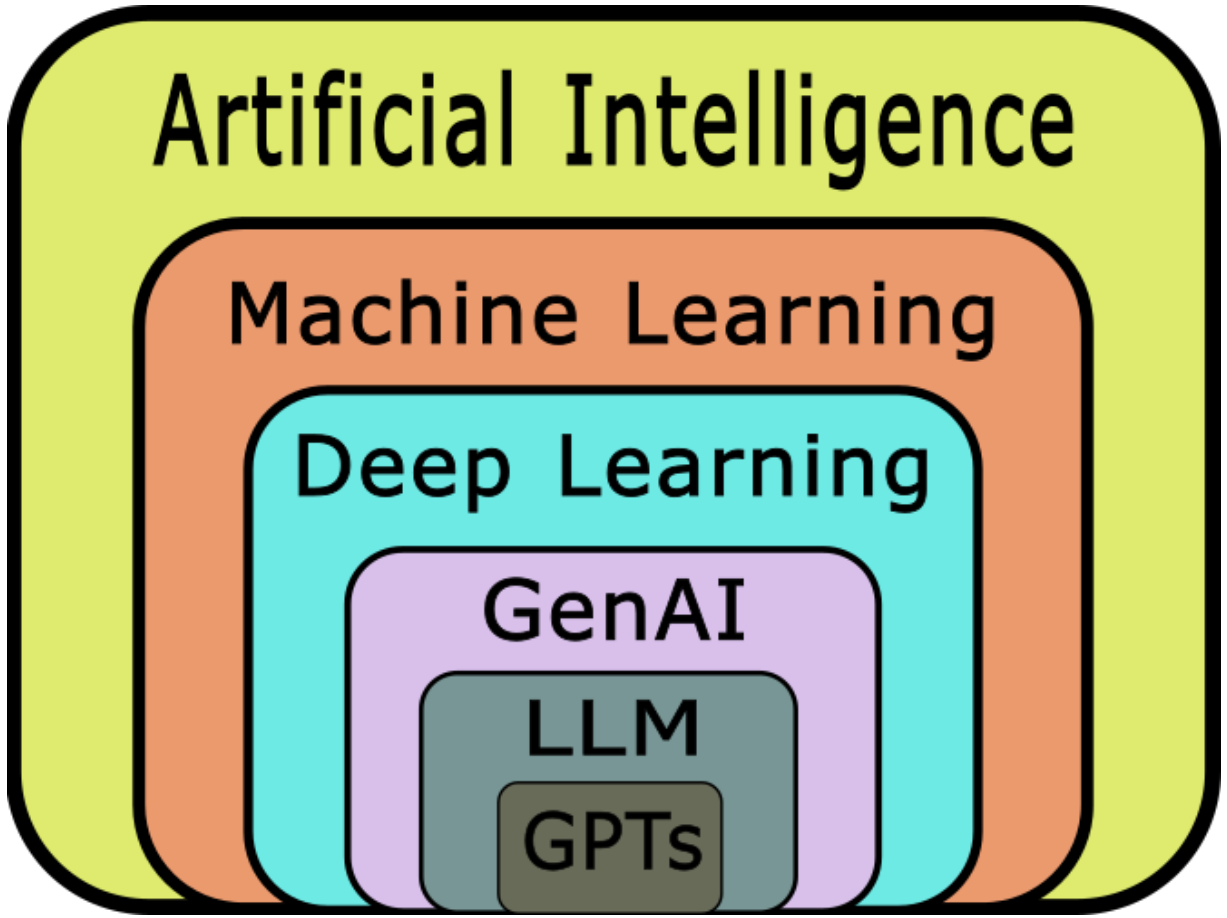
Categories

Chatbots (may also do image, video, and audio generation)
ChatGPT, Gemini, Claude, Copilot, Perplexity

Image and video generation
Midjourney, Canva, Nano Banana (Google Gemini), Sora (OpenAI)

Audio generation
Suno, MusicLM (Google), AudioCraft (Meta)

Research and discovery workflow
Elicit, Scite, Semantic Scholar, NotebookLM, Research Rabbit, Connected Papers, Scholarcy



Sample Activity

Generative AI Risk Analysis

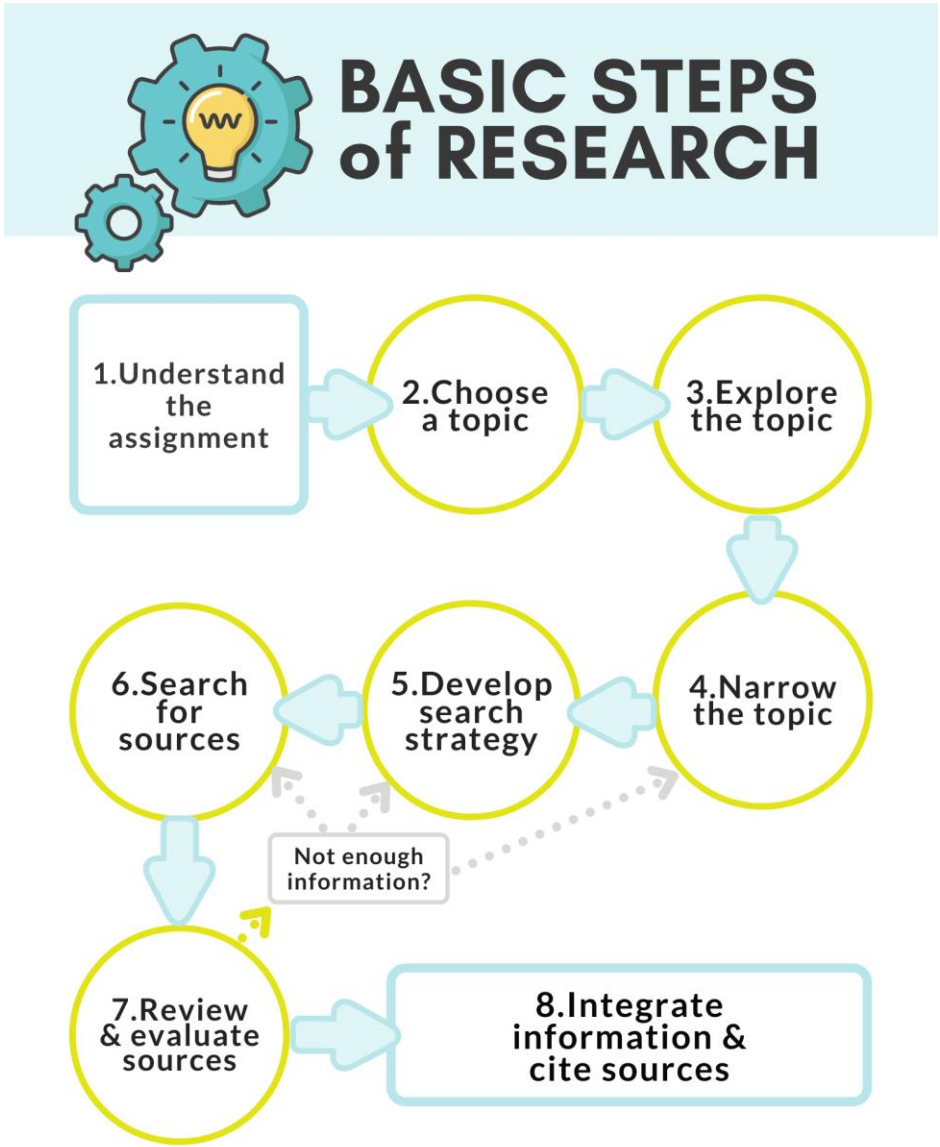
Goal: Encourage students to begin thinking critically about when and how AI tools can be used effectively to benefit their learning.

- Discuss benefits and risks to student learning when using AI for research assignments and share information about types of AI tools.

- Introduce your favourite research process model. Have students go through each step of the research cycle to indicate which (if any) AI tool they think would be helpful for that step in the process, explaining how they would use it. Next, they should list some potential benefits and risks to their learning. Finally, ask them to think of an alternative, non-AI approach for the same step.

- Can be done individually or in groups; have them complete the entire research cycle or assign one or two steps per group; share and discuss their work as a class.

The Research Process and Generative AI Risk Analysis



Brainstorming – Research Process by Seneca Libraries

6. Search for sources

AI Tool(s): ChatGPT: ask to help find academic sources on my topic.

Benefits: it's fast and provides easy to access links to information.

Risks: some of the sources may be hallucinated, the sources may not be suitable for a university assignment.

Alternative: use the library website to find articles

7. Review & evaluate sources

AI Tool(s): NotebookLM: upload articles and ask for a summary of the important points.

Benefits: saves time so I can review more articles in less time.

Risks: it may oversimplify concepts, I may not absorb and truly understand the material, is it legal to upload the article?

Alternative: skim articles and prioritize some for closer reading

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Insight 2. Navigating GenAI Tools versus the Library's Discovery Tool (OMNI)

It helps students for you to clarify the differences between both tools, so they are motivated to use the best tool and not the easiest tool!

AI Literacies at Play Here

- **Frame 1: Know the basic principles of AI**
  - Learning Objective: Recall the definitions of artificial intelligence, machine learning and generative AI

- **Frame 3: Experiment with AI Tools**
  - Learning Objective: Experiment with different available AI tools

- **Frame 4: Review the Outputs and Outcomes of AI tools**
  - Learning Objective: Appraise the quality of output created by an AI tool and question if it is appropriate for the user's purpose

Source: Hervieux, S. and Wheatley, A. AI Literacy Framework (2025). Source: Hervieux, S. and Wheatley, A. *AI Literacy Framework* (2025).
https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

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3-Step Learning Activity

1. Short hands-on activity

Goal: Pique students' interest and get their initial thoughts on tool comparisons

- Retrieve information to learn more about the nature and dimensions of green marketing [or other course topic]

- Open 2 browser tabs:
  - library.yorku.ca
  - Gemini.google.com [or other GenAI chatbot of your choice]



Photo by Guillaume de Germain on Unsplash

Gemini versus Omni

Topic: Green Marketing

Gemini



Omni



Tip:
With Gemini use a prompt or a question, e.g., What is a green marketing?

And with Omni search using the phrase "green marketing"

Gemini versus Omni Comparison

Topic: Green Marketing

- What types of sources, if any, are being found or linked to in your output?
  - If so, any sources that seem scholarly?
- Which tool is more useful for just getting started?
- Which tool is more useful for in-depth research and why?
- Which tool offers more sources?
- Share your observations on your first screen of results in Omni and in the case of Gemini on the answer that you are given

Gemini

Omni

2. Self-paced quick learning videos

Goal: Students learn more about key technology differences

Generative AI

[Generative AI in a Nutshell: How to Survive and Thrive in the Age of AI.]
Henrik Kniberg. 17:57 minutes

[Large Language Models Explained Briefly]. **Grant Sanderson. 7:57 minutes**

[Generative AI Explained in 5 Minutes]
Future Engineer Academy.

OMNI



Searching Using Omni: 4:27 Minutes

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3. Takeaway: GenAI versus Omni differences

Goal: Comparative Features Chart shared to crystalize students' understanding of tool differences

Generative AI

- Usually, a **proprietary algorithmic model** using deep learning and transformer technology that responds to a **set of prompts**
- The **pool of information it draws its answers from is not fully known** and limited to what the company can legally (or illegally) ingest
  - Will **not have the same corpus of scholarly information that Omni gives you**
- The **same prompt will not generate the same result** even with the same tool
  - This means the output or result is not reproducible

Omni

- Discovery layer uses **keyword searching and/or field searching** to retrieve items
- The **pool of information is known** and limited:
  - Databases
  - Catalogues
  - Full-text sources
- The **results are always the same** if the same search is conducted by different people in different locations (subject to new items being added by library)
  - **Default sort is by relevance**

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Generative AI

- It's **not a search engine** as the output takes the form of text, images or video or code created in response to prompts, not a list of results
- It is not clear how the inline or linked citations these tools generate is prioritized for sharing from the vast dataset that it draws on
  - **Black box technology**
- The **results are not neutral**
  - While training and finetuning serve to mitigate bias in the dataset ingested, bias is often an issue with GenAI outputs

Omni

- This is a **search engine** where results takes the form of a list of results generated in response to a keyword search
- The **type and order of results is easy to determine**:
  - **types of information** are clearly delineated and possible to filter results in this and other ways
  - the default **sort order** is by **relevance**
- The **results are generally reliable and authoritative**
  - not biased by the user and their preferences
  - less free, non-authoritative web information than with GenAI

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Insight 3. Leverage the appeal of AI chatbots (to students) for kickstarting research

Teach prompting basics and address potential GenAI applications for brainstorming and developing a research topic

AI Literacies at Play Here

Frame 3: Experiment with AI Tools

- Learning Objective: Experiment with different available AI tools
- Learning Objective: Implement effective strategies for creating prompts for generative AI tools

- **Frame 1: Know the basic principles of AI**
  - Learning Objective: Recognize the difference between narrow and general AI and how much human intervention each requires.

Source: Hervieux, S. and Wheatley, A. AI Literacy Framework (2025). Source: Hervieux, S. and Wheatley, A. *AI Literacy Framework* (2025).
https://www.choice360.org/wp-content/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

The Myth of the Digital Native

"We all *know* students are using Generative AI for their class work"

...but that does not mean students know how to use Generative AI effectively.



Baby sees the iPad Magic by Steve Paine on Flickr

Selwyn, N. (2009). The digital native - myth and reality. *Aslib Proceedings.*, *61*(4), 364–379. https://doi.org/info:doi/

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Prompt Design

Bear in mind that no matter how well-crafted your prompt is, using the same prompt, even with the same tool, can lead to different outputs.

- Be **concise and direct** (short sentences)
- Be **specific**
- Provide **constraints** if applicable
- Spell out the **goal or task** you want to achieve
- Offer **clear and full instructions**
  - Examples are often helpful or spelling out **steps or subtasks** where applicable
- Specify **how you want your output formatted**, e.g., as code, a bulleted list, a chart, a presentation
- Consider **defining your target audience** for the output to be generated
- Define **tone or style** of output as needed

Using Generative AI To Do Research: Effective Prompt Strategies (Research Guide)

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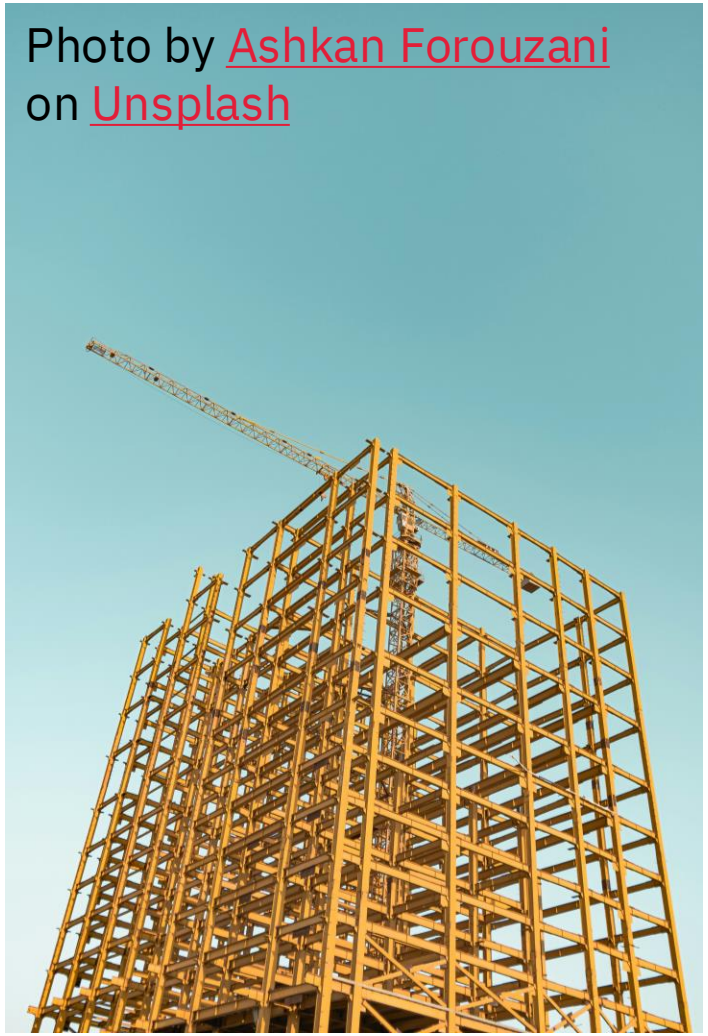
Prompting Frameworks

- CLEAR (Context, Logic, Explanations, Action, Restriction)
- RGCCOV (Role, Goal, Context, Constraints, Output, Verification)
- FOCUS (Function, Outcome, Criteria, Underlying Assumptions, Strategy)
- CREATE (Clarity, Relevant Info, Examples, Avoid Ambiguity, Tinker, Evaluate)

Six elements of a good prompt (Google Workspace Prompting Guide 101)

- Task & Context, Examples & Persona, Format & Tone
- Evaluate and iterate



Prompting Frameworks: CLEAR example

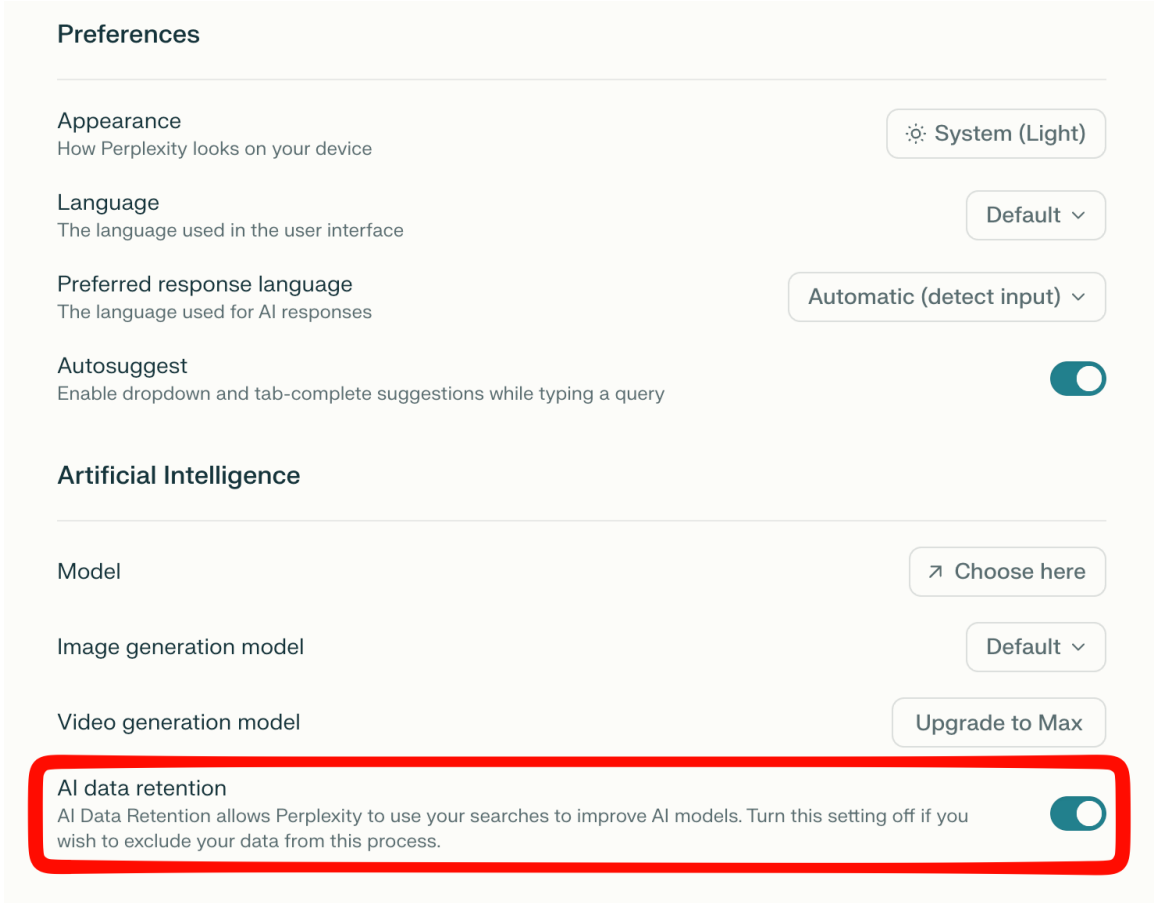
Poor prompt	Better prompt	More effective prompt using CLEAR framework
What is green marketing?	I am a university student assigned to write a paper about green marketing. What topics could I write about?	I'd like to know more about green marketing for a university (environmental studies/marketing/sociology) course assignment. Explain the topic using simple language, keeping your response to 500 words and use academic sources in your response. Next, suggest three practical topics for me to consider for a 6-page research paper due in 4 weeks.

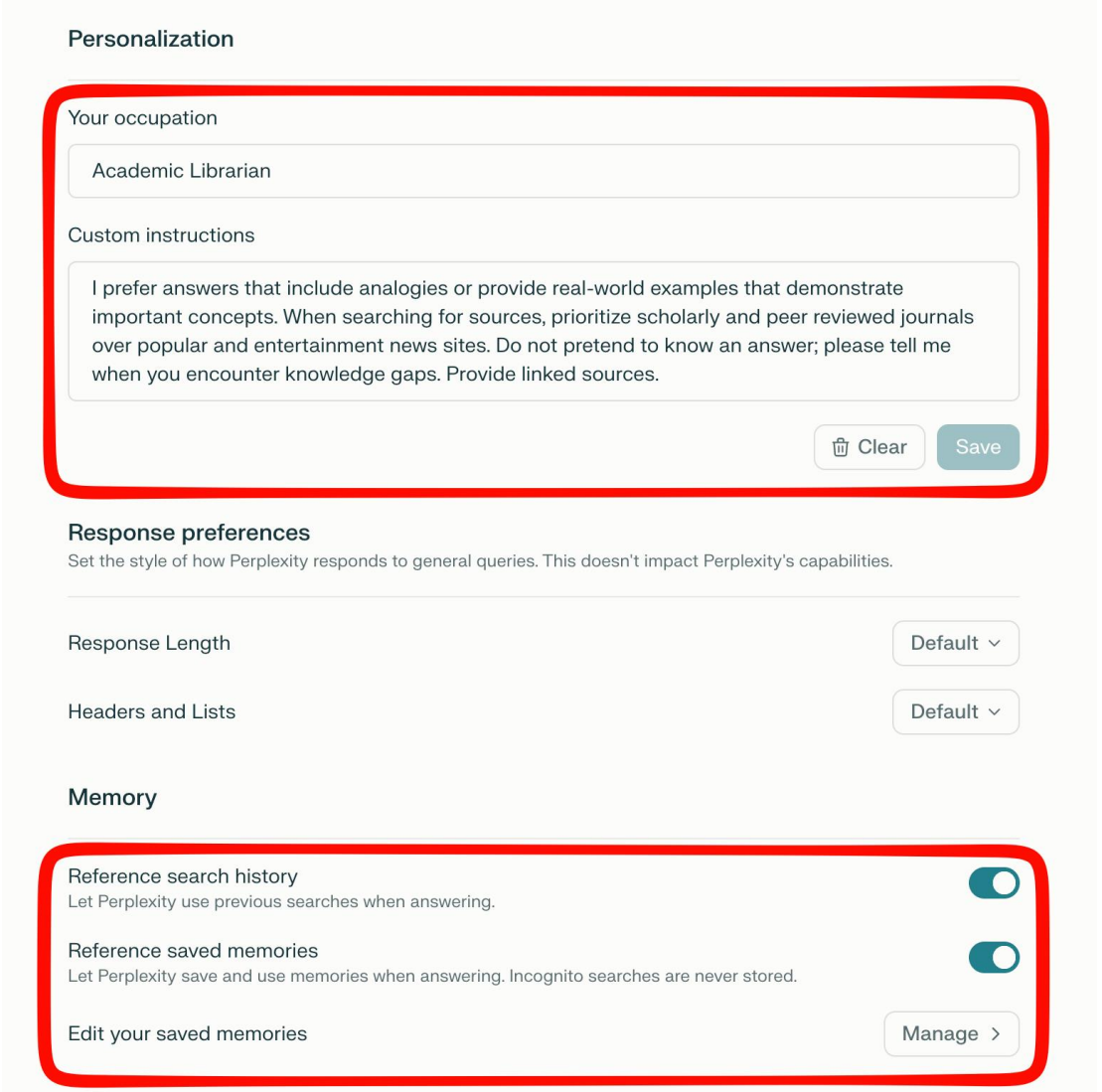
Break it down:

- **Context:** I am a first-year university student working on a (specify discipline) assignment.
- **Logic:** I need to build a foundational understanding of "green marketing" before I can decide on a topic to write about.
- **Explanations:** Explain the core definition of green marketing in the context of (discipline).
- **Action:** Provide a clear, educational overview of green marketing then give three topic suggestions for a 6-page research paper due in 4 weeks.
- **Restriction:** Use simple language, cap the response at 500 words, and use only academic sources.

Preferences and personalization

- Review the Preference and Personalization settings of whichever chatbot you use (eg. Perplexity)





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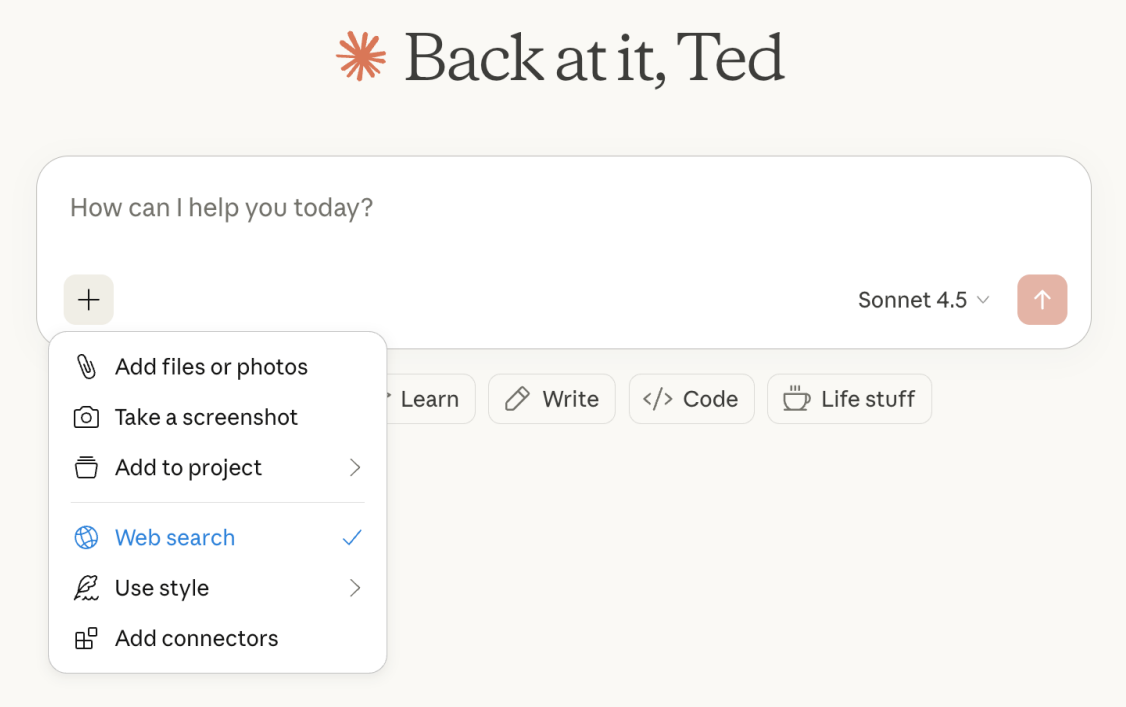
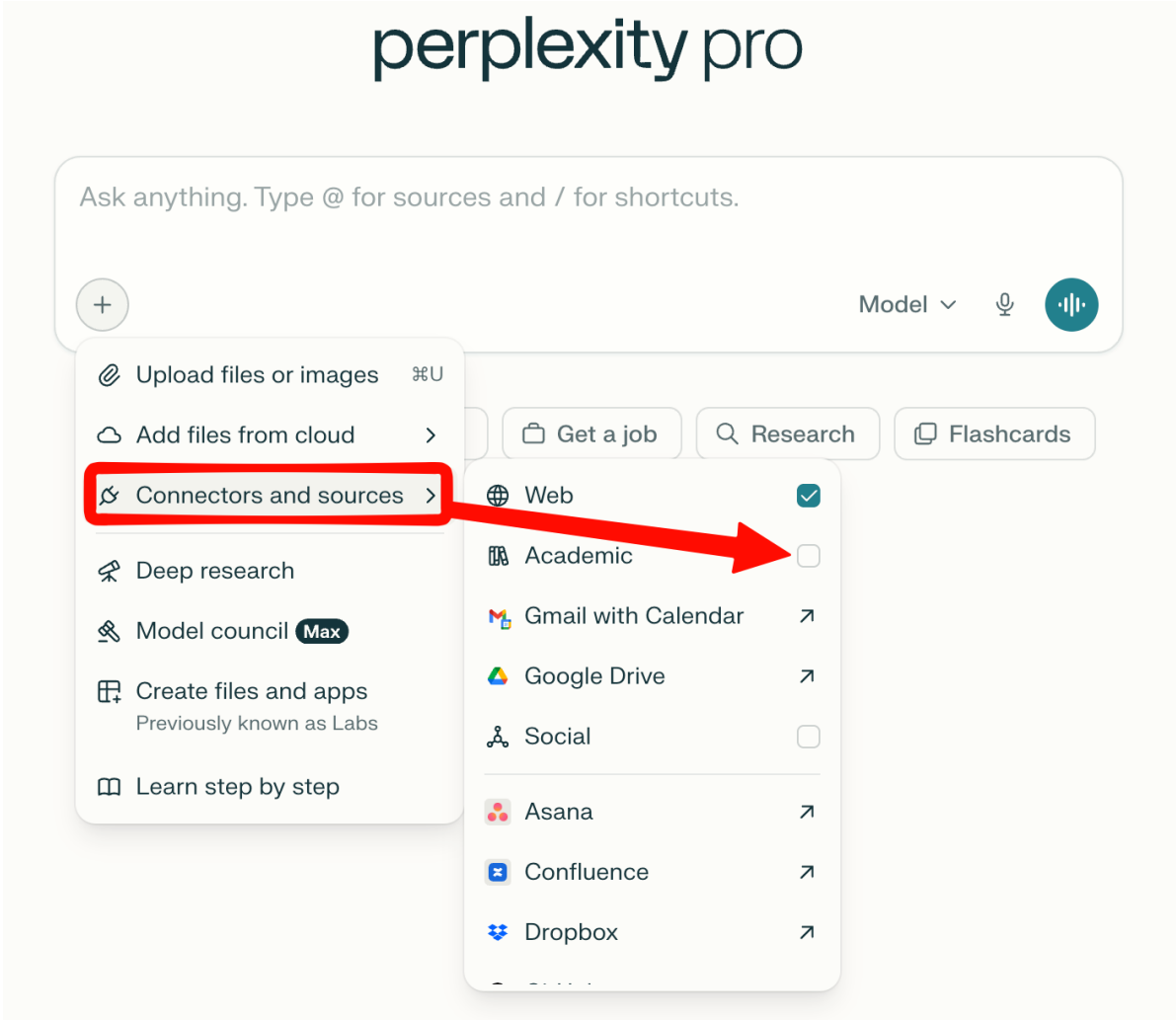
Preferences and personalization

- Be aware of customization settings accessible from the main user interface of your chatbot of choice





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Sample Activity

Brainstorm vs BrAInstorm

"I want to research something related to social media and need help brainstorming ideas"

1. Generative AI & the "Authenticity Crisis"

Recent experimental studies (e.g., *Møller et al., 2026*) suggest a "complex duality" where AI tools increase engagement but decrease the perceived quality and authenticity of discussions.

- **Research Angle:** How do "AI-native" social platforms (where content is primarily synthesized) alter user trust compared to "human-first" platforms?
- **Potential Thesis:** "The Paradox of Efficiency: Analyzing how AI-generated conversation starters and feedback loops increase post volume while simultaneously creating a 'negative spill-over' effect on user trust."

2. Algorithmic Governance & "User-Tuned" Feeds

Platforms are moving toward more transparent, customizable algorithms (user-tuned feeds) to combat "scroll fatigue" and regulatory pressure.

- **Research Angle:** The impact of Australia's 2026 social media age restrictions (under-16 ban) on global platform policy and the "Right to Opt-Out" of algorithmic curation.
- **Potential Thesis:** "From Passive Consumption to Algorithmic Agency: Evaluating whether user-controlled interest categories effectively mitigate the 'filter bubble' effect in 2026 digital ecosystems."

3. The "Cozy Web" vs. Performative Culture

There is a shifting trend toward "cozy aesthetics," slow living, and private digital spaces (like Substack or private Discord servers) as a rejection of hyper-optimized, viral content

Goal: Introduce students to using AI as "co-intelligence" by using GenAI to help build on, refine, and inspire their own thinking using good prompt design practice.

- Ask students to start brainstorming around a general topic using the SPARK Brainstorming activity sheet or any suitable brainstorming technique (bullet-points, freewriting, mind mapping, etc).
- Once they identify themes or aspects that spark an interest, students may use GenAI to further explore those ideas using a prompt design framework until they can draft a research question that interests them.

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Insight 4. Evaluating information sources

Engage students in comparative review of AI outputs versus traditional scholarly sources so they grasp differences through active learning

AI Literacies at Play Here

Frame 4: Review the outputs and outcomes of AI tools

- Learning Objective: Appraise the quality of output created by the AI tool and question if it is appropriate for the user's purpose

- Learning Objective: Distinguish content created by humans and artificial intelligence

Source: Hervieux, S. and Wheatley, A. AI Literacy Framework (2025).
https://www.choice360.org/wpcontent/uploads/2024/08/TaylorFrancis_whitepaper_08.28.24_final.pdf

Broad Sketch of Resources & How They Might be Used

1. Use an evaluation framework to have students evaluate an AI output on a course topic

A) RADAR

Rationale	Authority	Date	Accuracy	Relevance
Why created in the first place?	Who wrote the information and what are their credentials?	Is the information current? Is currency important for you?	Is the output robust, true, and reliable?	Is the output relevant to your needs and does it relate to the topic in ways that meet your assignment expectations?

Evaluating Sources with RADAR. (2022). Brock University Library https://youtu.be/MlFWx4pBKx8 (3:21 Minutes)

OTHER OPTIONS:

B) PARCA Test
(see SPARK resource)

C) Evaluating Sources: The CRAAP Test. Video of 1:39 minutes. UNCP Library.

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2. Draw on an introductory academic source such as our *Oxford Handbooks* online as a comparator source using the same evaluation framework

Note: The Libraries have Oxford Handbooks Online on diverse disciplinary areas.

Brief Example

Oxford Music Online

1. Go to the ***Oxford Handbook of Greek and Roman Mythology*** searching this in Omni or using this Omni record link for it
2. Use the search box to **search Roman Wall Painting**
3. Open the first result by **Eleanor Winsor Leach titled *Mythography and Roman Wall Painting* (2022)**

Perplexity

1. Go to **Perplexity**
2. **Enter this prompt:** I am an undergraduate student in Classics and I am researching how Roman wall painting intersects with mythography. You are my research coach. Please give me information that helps me understand fundamental facets of this topic. Please identify sources of information that you draw on in pulling this together including scholarly sources like books and articles.

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Questions or Comments?

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