

SEMN 107: Exploring Technology for Accessibility

“Beyond Google” Research Assignment: The Impact of AI on Accessibility

Our seminar will participate in a workshop intended to help you develop and improve your skills as an independent scholar. Most of us learn what we need to know when we need to know it. How do we do this? Through research. This applies in all realms of life, but how do you go about doing research when confronted with a new subject or research question? This workshop is designed to help you navigate that world more effectively. An important component in all of this is our college’s library and the various tools and resources it offers.

There are several components to this workshop, including participating in a research workshop session in the library with one of our reference librarians, on Wednesday, October 25. There are small assignments associated with each component. In total, these will contribute 15% toward your seminar grade.

Component 1: Preliminary Research: Getting familiar with your subject

In class we have explored how large language models (LLMs) like ChatGPT and Perplexity can provide information for us to get started on research. Using information obtained from this exploration, choose a topic to research in more depth to address the question: “How does AI impact accessibility?” Maybe you choose to focus on a specific disability or a specific realm of impact such as communication or education or assistive technologies. It’s a broad question, so you will need to focus on a particular aspect to discuss.

Component 2: Generating a Research Question, Finding a Source, Lateral Reading

Once you have familiarized yourself with your topic, you can begin to generate research questions related to the subject you are focusing on. Try to move beyond simple factual questions, to asking questions about advantages, disadvantages, challenges, and/or stigma associated with your topic. Try to make connections with some of our readings and discussions from class.

<p>A good research question is general enough that ample source material can be found to answer the question, but it is also specific and focused enough that it can be answered fully. In general, avoid yes/no questions (boring) and “why” questions (often unanswerable). “How” and “what” questions are usually more manageable and specific. Finally, a good research question should be interesting. If the question leaves you asking “so what?” or “who cares?” it is probably not worth answering.</p>
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Complete the Library Assignment (link below) to develop your research question and to find a source to begin to support your research question. This must be completed by **Tuesday October 24**. In addition to the importance of you being prepared, completing this is important for the reference librarian to tailor our library session to our research topic.

Link to assignment: <https://libguides.kzoo.edu/libassign>

Component 3: Doing Better Research: Beyond Google Library Workshop

We will spend our **Wednesday, Oct. 25** class period in the library with Robin Rank, one of our Reference Librarians. We will meet in the **Library, Room ULC118**, the computer lab on the first floor, near the reference area. **THIS IS NOT AN OPTIONAL CLASS SESSION – ATTENDANCE REQUIRED.**

In this session, you will gain more tips on how to refine your scholarly research skills. We will work with the librarians to:

- Explore library tools to make your research more effective
- Find a resource and evaluate its effectiveness
- Learn how to get help from librarians

Component 4: Annotated Bibliography

Using the new techniques you gained during the library workshop, continue conducting research and identifying new sources that help you answer your research question (which may have to be revised again). Choose four of most useful or interesting sources you found during your research process (even though their viewpoints or findings may contradict one another) and create an annotated bibliography. This bibliography should include the following:

- 1) An introductory paragraph that puts the research question in context (sets the stage).
- 2) A clearly stated research question that your bibliography will set out to address (stated as a question or a statement).
- 3) Each reference should be in MLA format and include the following:
 - a. A summary (in your own words) of the information contained within the source.
 - b. An evaluation of the source including:
 - i. the author's credentials, audience, and purpose in creating the source OR if your author is anonymous, the background of the publisher or website sponsor and their motivation for publishing the information contained in the source.
 - ii. the currency and completeness of the information provided and how this affects your understanding of it.
 - iii. an explanation of why you think this source would be considered scholarly or why it is not a scholarly source. **Include at least one scholarly source and one**

that would not be considered scholarly.

Your annotated bibliography is due Wednesday, November 1. Come to class prepared to discuss what you've learned about your topic as well as your research and source evaluation process.