

The logo for Scite, featuring the text "scite_" in white lowercase letters on a solid blue square background.The logo for Consensus, featuring a stylized "C" icon composed of two overlapping speech bubbles (one blue, one green) to the left of the word "consensus" in a lowercase sans-serif font.The logo for Undermind, featuring a stylized blue "U" icon to the left of the word "Undermind" in a bold, uppercase sans-serif font.

WSU Library AI Tools

Emily Cukier, Science Librarian

Jon Schoenfelder, Reference Coordinator/Undergraduate Services Librarian

Alex Merrill, Associate Dean for Technology and Operations

More information and sign-up instructions at https://libguides.libraries.wsu.edu/ai_trials

General vs. Research- oriented AI tools

General Generative AI

ChatGPT, Microsoft Copilot, Claude, Google Gemini, etc...

- Incorporate information across the web
- Many output options

Scholarly Research AI

Consensus, Scite.ai, Undermind, Elicit, Google Scholar Labs, etc...

- Focus on scholarly sources/articles
- Limited output options
- Added functions for literature assessment

General vs Research AI Tools: Implications

- By recommending Scholarly Research AI tools...
 - Users more likely to find credible, non-hallucinated results
 - (but inaccuracies are still possible!)
 - Fewer output options means fewer ways students can use them to "cheat"
 - (but academic integrity is still a concern!)

The big picture

- Generative AI will change how people search for information and enable new means of analysis
 - What tools and capabilities does our community find most helpful?
 - How does this vary by discipline, experience, use case?
- Help ensure tools **enhance** learning and ability, not detract
 - What programming should the library offer to support this?

What AI Research Tools Can Do

- Helping Students
 - Find research relevant to their interests
 - Engage in ways that match their current knowledge
- Helping Instructors
 - Connect students to supplemental sources
 - Offer opportunities for reflection on information
- Helping Researchers
 - Gather and organize large volumes of research literature
 - Interact in a conversational format

Scite Results Example

↳ What interventions have had the best demonstrated results for improving reading comprehension in K-8 students? ✎

Effective Interventions for Improving Reading Comprehension in K-8 Students

Reading comprehension is crucial for academic success, especially in K-8 education. Numerous interventions have been rigorously evaluated to determine their effectiveness in enhancing the reading skills of students in these grades. This synthesis will explore several key strategies that have demonstrated positive outcomes.

1. Phonological Awareness Interventions

Phonological awareness is often considered a foundational skill necessary for reading success. Research suggests that while phonological awareness can facilitate learning to read, its impact

Searches Used ⓘ

("reading comprehension" intervention OR program OR strategy) AND ("evidence based" OR "evidence based" OR efficacy OR effectiveness OR "randomized" OR "RCT" OR quasi experimental OR "longitudinal" OR meta analysis) AND (elementary OR "middle school" OR "upper elementary" OR "grades 3 8")

("guided reading" OR "read aloud" OR "shared reading" OR "comprehension strategy" OR "metacognitive strategy" OR "text structure" OR "questioning" OR "reciprocal teaching" OR "DFT" OR "question answer relationships" OR "CAR" OR "RISE") AND ("reading comprehension" OR "comprehension monitoring" OR "inferencing") AND (intervention OR program OR instruction) AND (randomized OR quasi experimental OR "matched comparison" OR "pre post" OR "longitudinal")

("reading comprehension" intervention OR program OR strategy) AND (K 8 OR "k through 8" OR elementary OR middle) AND (effectiveness OR "best results" OR "student achievement" OR "effect size" OR impact) NOT (adult OR college)

✎ Edit Searches

References

Search Strategy

📄 Copy

📄 Export ▾

⊕ Add references to dashboard

Phonological awareness and early reading: A meta-analysis of experimental training studies.

[Adriana G. Bus¹, Marinus H. van IJzendoorn²](#) 1999
Journal of Educational Psychology

📄 711 | 🟢 36 | 🕒 413 | 🧐 8

"...Apparently, phonological awareness may facilitate the process of learning to read but not necessarily affect the outcomes of ..." >>

Section: Discussion

⊕ Dashboard

🔗 Access Options

📄 Cite

Check for full-te...

Consensus Results Example

Compare a ketogenic diet to intermittent fasting for weight loss and overall health

🔗 🧠 Pro · 4 steps · 20 sources >

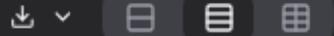
Ketogenic Diet vs. Intermittent Fasting: Weight Loss and Overall Health

Comparing the ketogenic diet (KD) and intermittent fasting (IF) reveals both approaches are effective for weight loss and improving metabolic health, but they differ in mechanisms, sustainability, and specific health impacts.

Weight Loss Effectiveness

Both KD and IF consistently lead to significant weight loss in overweight and obese individuals. The ketogenic diet may induce faster initial weight loss due to reduced glycogen and water retention, and it often results in greater satiety, which can help with adherence and appetite control [2](#) [3](#) [11](#) [18](#). Intermittent fasting regimens—including alternate-day fasting, time-restricted eating, and the 5:2 diet—produce mild to moderate weight loss (typically 3–8% from baseline) and are generally as effective as continuous calorie restriction for weight loss over short to moderate durations [1](#) [4](#) [5](#) [6](#) [7](#) [8](#) [9](#) [10](#) [18](#) [19](#) [20](#). Some evidence suggests alternate-day fasting may offer a slight advantage over other IF forms for weight loss and lipid improvements [6](#) [7](#).

Results



All [Ketogenic diet weight loss](#) [Intermittent fasting weight loss](#) [Ketogenic diet vs intermittent fasting](#)

1 Intermittent Fasting and Metabolic Health

2022 · 193 citations · I. Vasim et al. · [Nutrients](#) · [Settings](#) [Share](#) [PDF](#)

2 Ketogenic Diets for Body Weight Loss: A Comparison with Other Diets

2025 · 11 citations · Damian Dyńska et al. · [Nutrients](#) · [Settings](#) [Share](#) [PDF](#)

3 Ketogenic Diet Intervention for Obesity Weight-Loss- A Narrative Review, Challenges, and Open Questions

2025 · 4 citations · A. Bachar et al. · [Current Nutrition Reports](#) · [Settings](#) [Share](#) [PDF](#)

Undermind Results Example

Randomized trials of non-digital supplemental K–8 reading interventions with significant reading gains

Across countries, there is strong RCT evidence that **non-technology, supplemental/intensive reading interventions can substantially improve decoding and word-level fluency—especially in K–2 and when delivered in very small, high-intensity groups—but robust effects on standardized reading comprehension, particularly for older struggling readers, are rarer and generally modest** [2](#) [5](#) [8](#) [10](#) [12](#) [16](#) [20](#) [22](#) [28](#) [32](#) [38](#) [43](#).

- › Overall Yield Relative to the Search Goal
- › Key Efficacy Patterns by Intervention Type
- › Intensity, Group Size, and Implementation: What Matters Most
- › Role of Add-On and Contextual Components
- › Practical Implications for Designing or Selecting Interventions

1 100% 2021 5.7

Examining the Effects of Integrating Anxiety Management Instruction Within a Reading Intervention for Upper Elementary Students With Reading Difficulties

S. Vaughn, ..., and Johny Daniel

Journal of Learning Disabilities | Nov 9, 2021 | 24 Citations

2 100% 2020 2.7

Intensive Intervention for Upper Elementary Students With Severe Reading Comprehension Difficulties

Jeanne Wanzek, ..., and Y. Petscher

Journal of Research on Educational Effectiveness | Mar 5, 2020 | 16 Citations

3 100% 2023 0.8

Fluency Training for Struggling Readers: Examining the Effects of a Tier-2 Intervention in Third Graders

Joana Cruz, ..., and I. Cadime

Education Sciences | Sep 6, 2023 | 2 Citations

4 100% 2012 3.6

Effects of a Tier 2 Supplemental Reading Intervention for At-Risk Fourth-Grade Students

Kristen D. Ritchey, ..., and C. Schatschneider

Exceptional Children | Mar 31, 2012 | 50 Citations

Your Feedback Is Vital

- [Consensus](#) Trial – Until the end of Spring 2026
- [Scite](#) Trial– Until February 28th
- Limited [Undermind](#) Trial – February 2nd until March 31st
- More information: https://libguides.libraries.wsu.edu/ai_trials
- [Feedback Survey](#)
- **Contacts:**
 - Emily Cukier, (emily.Cukier@wsu.edu), Science Librarian
 - Suzanne Fricke, (suzanne.Fricke@wsu.edu), Medical Librarian
 - Alex Merrill, (merrilla@wsu.edu), Associate Dean for Technology and Operations
 - Jon Schoenfelder, (j.schoenfelder@wsu.edu), Reference Coordinator