Using Breakout Rooms and Google Docs to facilitate active learning activities in General Chemistry

Lydia Bello, Seattle University
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Pre-Pandemic Context

- Seattle University has about 7,000 students and is on the quarter system
- Class material built on Mike Caulfield’s Four Moves and a Habit
- Scientific Literacy Lab includes pre-lab reading and pre-lab quiz, as well as an in-lab demonstration and in-lab activity in Google Docs
- Scientific Literacy Activity scheduled for the first lab session of the quarter

https://webliteracy.pressbooks.com
Synchronous Zoom Sessions
Continued to use Google Doc
Students worked with lab partners in breakout rooms

CHEM 1511 Scientific Literacy Activity

Please use the following chart to document the process of fact checking the article you brought to class. No need for full sentences. Use the questions to guide your answer and make the steps you took clear.

You can find fact checking sites and more information on the Four Moves on the Chemistry Research Guide: [CHEM 1511 Library Instruction]

Also please remember that working in a collaborative document with multiple people can get a bit hectic! One row in the document per person.

<table>
<thead>
<tr>
<th>Your name(s)</th>
<th>Look for Trusted Work</th>
<th>Go Upstream</th>
<th>Read Laterally</th>
<th>Circle Back</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Link to news article</td>
<td>Write a (very short!) summary of the claim you are investigating</td>
<td>Look for links within your starting article. Has this claim been reported on or fact checked by another source?</td>
<td>Did the article you started with link back to a scholarly article? If so, what article did it link back to? What are the scholarly credentials of the author?</td>
</tr>
</tbody>
</table>
Lessons Learned

1. Plan for more class time than you might otherwise expect to handle technical difficulties and other changes
2. Class work in collaborative tools is useful for checking in with students especially if they are not comfortable turning their cameras on
3. Vital to have clear communication with instructors of record, particularly for Zoom-related technical considerations
Resources

Mike Caulfield’s *Web Literacy for Student Fact Checkers* (2017)
https://webliteracy.pressbooks.com/

Idea for Google Doc activity was based on Kirsten Hansen’s “Exploring Databases with Google Docs” activity: https://www.projectcora.org/assignment/exploring-databases-google-docs

Template for Google Doc Activity: https://tinyurl.com/y4a9pe42