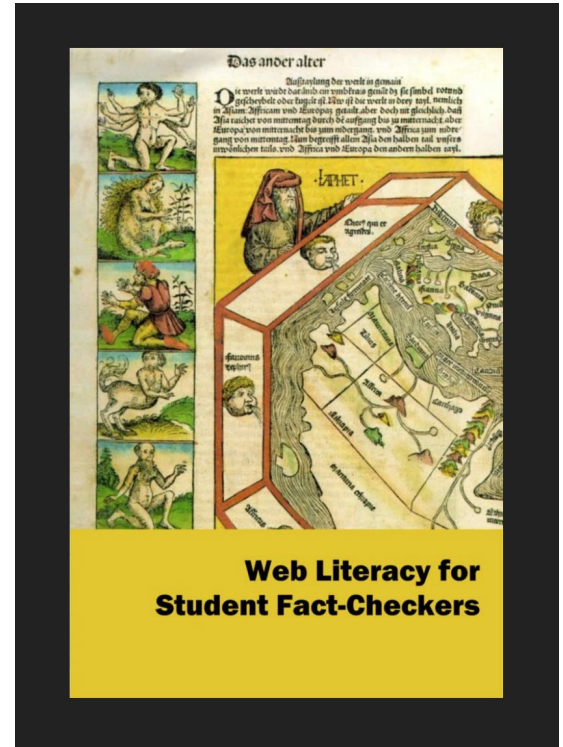


Using Breakout Rooms and Google Docs to facilitate active learning activities in General Chemistry

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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



Pivot to Online

- 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.

			Look for Trusted Work	Go Upstream		Read Laterally			Circle Back
Your name(s)	Link to news article	Write a (very short!!) summary of the claim you are investigating	Has this claim already been reported on or fact checked by another source?	Look for links within your starting article. Has this claim been reported somewhere before? If so, where?	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	Work with the most upstream source. What do others say about this source, publication, or author?	Whose expertise on this topic would you trust? Does that expertise match the article author?	Would you share any of these articles with a friend? Which one?	If you ran into any difficulty during this process, what happened? How did you address that difficulty?



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>