



# New Assessment Design: Information Literacy Instruction for a Second-Year Chemistry Class

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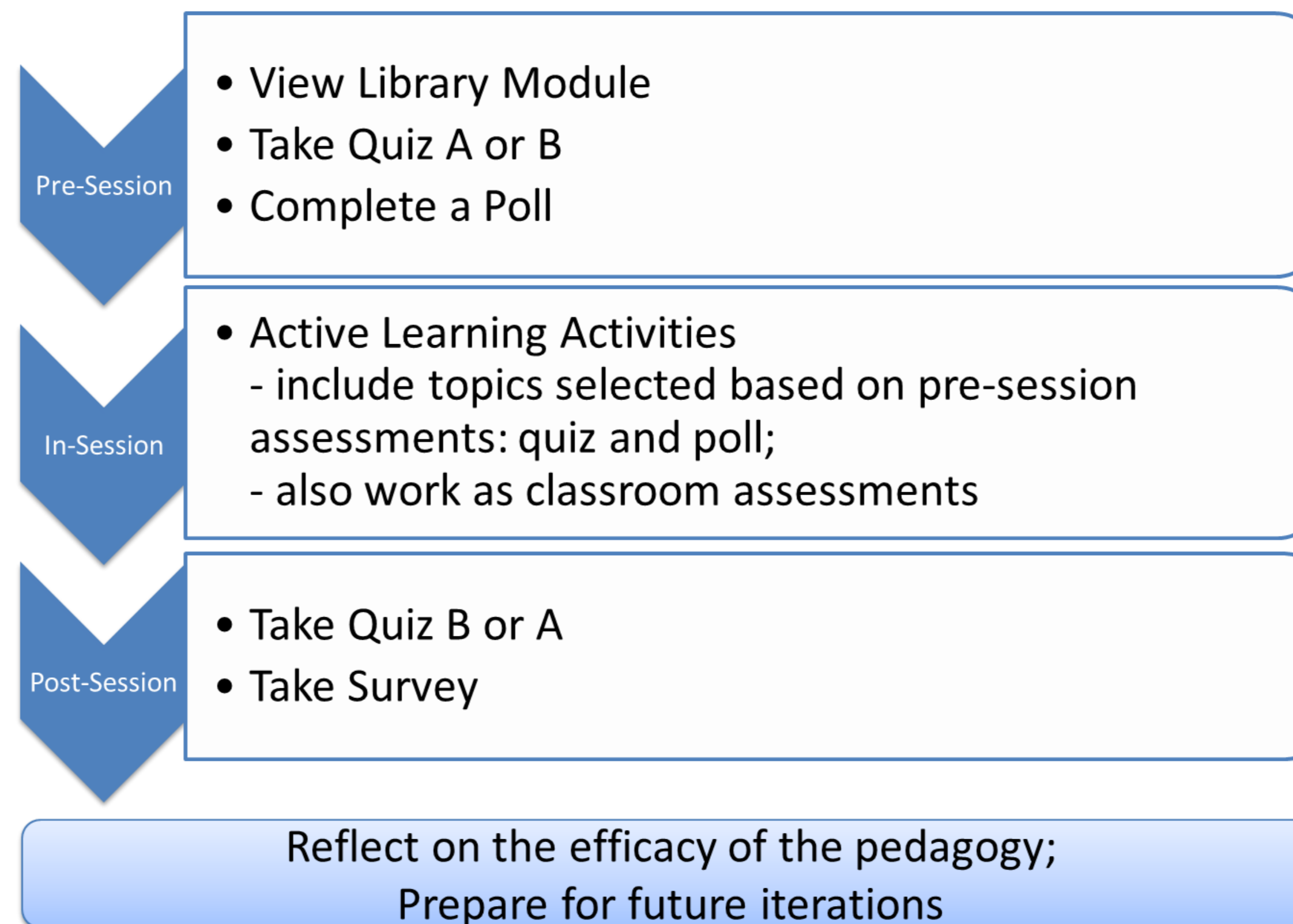
## Context

**Previous Sessions.** The librarian offered a 2-3 hour library session to the CHEM 2281 (Inorganic Chemistry of the Main Group Elements) class, and at the end of the session handed out a library assignment (hard copy) to students. Students had 1 week to complete the assignment and the TAs graded the assignment.

**In Spring 2019.** The librarian reflected on the teaching practice for this course, considering student feedback and in consultation with the course instructor. Then, she decided to make a pedagogical change for the course-integrated library session to provide a learner-centred learning experience, starting from the Winter semester of 2020.

**In Summer 2019.** The librarian and the MLIS Co-Op Student developed an online library module, an important component of a flipped classroom strategy and a platform for assessments. The online module contains the ten lessons listed below:

- ✓ **Introduction**  
Summary of learning outcomes, instructions, and list of requirements.
- ✓ **Lesson 1: Western Libraries 101**  
Tour of Western Libraries, online resources, and contact information for library help.
- ✓ **Lesson 2: Scientific Literature**  
Review of the general characteristics of scientific literature.
- ✓ **Lesson 3: Scholarly Journal Articles**  
Analysis of scholarly journal articles and how to read them.
- ✓ **Lesson 4: Search Strategies**  
Tips on concept mapping and forming search strings.
- ✓ **Lesson 5: Searching the Library**  
Overview of searching with Summon and the library catalogue.
- ✓ **Lesson 6: Finding Chemistry Information**  
Instructions on how to find chemical information searching databases.
- ✓ **Lesson 7: Laboratory Safety Resources**  
Guide to available resources on laboratory safety.
- ✓ **Lesson 8: Information Evaluation**  
Look at peer review and the CRAAP test.
- ✓ **Lesson 9: Academic Integrity**  
Review of plagiarism, its consequences, and how to avoid it.
- ✓ **Lesson 10: Citation Management**  
Pointers on citation styles and citation management tools.
- ✓ **References**  
List of the resources used to create this library module.



## Assessment - Poll

Pre-library session  
Mandatory

OWL Home Library Module for Chem Sites Shiyi

Library Polls

Vote

Which topics would you like to explore in the face-to-face library session?

- How to develop a search strategy?
- How to find books and reference material (e.g. for chemical's property data)?
- How to find and read journal articles?
- How to evaluate information?
- How to cite sources?
- How to avoid plagiarism?

Vote! Reset Cancel

## Assessment - Quizzes

Pre- & Post-library session  
Mandatory

### Begin Assessment

"Library Quiz A" for Library Module for Chem

The library quiz consists of 10 questions. After each question, there is a follow-up survey question for you to report your confidence level in answering the question.

This assessment is due Friday, 2020-Jan-31 12:00 AM.

There is no time limit for this assessment.

This assessment is linear, which means you will see questions one at a time and you will not be able to go back to a previous question after clicking Next.

You can submit this assessment 2 time(s). Answers from previous attempts will not be available within the assessment during subsequent attempts. Your highest score will be recorded.

Q6. Check the full text of this article: G.F. Fulmer, A.J.M. Miller, N.H. Sherden, H.E. Gottlieb, A. Nudelman, B.M. Stoltz, J.E. Bercaw, K.I. Goldberg. *Organometallics*, 2010, 29, 2176-2179.

What signals for ethanol do you expect to see in the spectrum if the <sup>1</sup>H NMR experiment is conducted in CDCl<sub>3</sub>? Select all that apply.

- A. 3.72 (q, <sup>3</sup>J<sub>HH</sub> = 7 Hz, HOCH<sub>2</sub>CH<sub>3</sub>)
- B. 1.32 (s, HOCH<sub>2</sub>CH<sub>3</sub>)
- C. 0.87 (s, HOCH<sub>2</sub>CH<sub>3</sub>)
- D. 1.25 (t, <sup>3</sup>J<sub>HH</sub> = 7 Hz, HOCH<sub>2</sub>CH<sub>3</sub>)

Please rate how confident you are in your answer to Q6:

	Guess, not confident at all	Slightly confident	Somewhat confident	Confident	Certain, very confident
Confidence Level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Reset Selection](#)

## Assessment - Survey

Post-library session  
Voluntary

Collect faculty, TA, and student feedback on their experience with library instruction: flipped classroom, active learning practices, etc.