Community of Inquiry, Practice and Excellence (CIPE) grant report for

Understanding Pandemics Canvas Module

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Deliverables can be found

- in Canvas Commons for import into a Canvas Course, link below:
    - https://lor.instructure.com/resources/eebfa606cb224649beb87d3712fbbebc?shared
- At the self enrolled Canvas course for easy review of the materials, link below:
    - https://canvas.northseattle.edu/enroll/EHWX99

Findings

This module was used in two sections of Chemistry 131 Introduction to Organic and Biological Chemistry as well as a section of Science 121 Natural Disasters. The module was also shared through Canvas Commons for other instructors to use. This module was downloaded by at least one other person. It was also shared with the Chemistry Department through our Chemistry Department shared Canvas course.

The modules includes:

- Info for the Instructor on how to use the module
- COMMUNITY STANDARDS
    - Online and email "Netiquette" provided by North eLearning
- READ & WATCH section including
    - Pandemics 101 connecting students to articles and videos introducing them to the basics of pandemics.
    - Spotting Fake News & Evaluating Sources connecting students to articles and videos for background information on how to spot fake news and evaluate potential sources of information for credibility

- DO & PARTICIPATE
    - How do you decide if a COVID-19 source is credible? This discussion utilizes a tool available online – Facticious. Students use this tool to try to guess correctly whether articles they read about COVID 19 at Facticious are real or fake news. They then reflect on their experience and what they learned through the process to help them better identify credible sources in the future and to reflect on what criteria they use to discern credibility.
    - Credible Sources Rubric – students use what they've learned so far to establish criteria and measures for credibility. They then use their own concepts of credibility to create a personal credible sources rubric they can use to apply to sources in the future to decide what they think is credible.
    - Find Your Own Credible COVID-19 Sources Assignment or discussion – students use the rubric they created to find their own video or article about COVID-19, which meets their criteria for a credible source. They then summarize the article and reflect on how their

rubric helped them ascertain that this was a credible source. Instructors can select to do the assignment (which only the teacher and peer reviewers could see) or the discussion.

In the courses in which this was piloted we opted for the class discussion instead of the assignment for Find Your Own Credible COVID-19 Sources. Overall the combination of these assignments accomplished several things.

- Students had a greater ability to be discerning about fake news
- Students had a great awareness of pandemics, viruses, vaccines and other issues related to the current pandemic
- Students were able to construct their own knowledge, which seemed to impact them and engage them more than just being told
- Students had the opportunity to share their concerns and questions with other students in a supportive way
- Students had the ability to select articles for the final discussion/ assignment that were personal or interesting to them resulting in a wide variety of COVID-19 related topics.
- Students were able to reflect on their own values, preconceptions and gaps in knowledge allowing them to come to new conclusions in a supportive way
- Students overwhelmingly connected to this assignment and found it to be cathartic especially during this time
- Students were inspired to share this assignment with family and friends to continue the conversation beyond the classroom

We will continue to share this module throughout the COVID-19 pandemic to allow other students and instructors to share in this student centered approach to discussing and learning about COVID-19 with an awareness of fake news and information literacy.