Quizzes Rubric

Research Steps Quiz

Question 1: In a few sentences, explain some strategies for creating a good research topic.

2 Point Answer: Student identifies 2 of the following 3:

- Topic is interesting
- Topic is of appropriate scope for the project (not too narrow or too broad)
- Topic should be flexible and may change over the course of the project

1 Point Answer: Student identifies 1 of the following 3:

- Topic is interesting
- Topic is of appropriate scope for the project (not too narrow or too broad)
- Topic should be flexible and may change over the course of the project

0 Point Answer: Student identifies 0 of the following 3:

- Topic is interesting
- Topic is of appropriate scope for the project (not too narrow or too broad)
- Topic should be flexible and may change over the course of the project

Question 2: For your assignments in this course, what are some library resources you could use during this process?

2 Point Answer: Student identifies the following two items:

- WorldCatUMD (Library catalog)
- ResearchPort (or equivalent response such as LibGuides)

1 Point Answer: Student identifies at least one of the following two items:

- WorldCatUMD (Library catalog)
- ResearchPort (or equivalent response such as LibGuides)

0 Point Answer: Student identifies neither of the following two items:

- WorldCatUMD (Library catalog or using library website to find books)
- ResearchPort (or equivalent response such as LibGuides)

Types of Information & Literature Review Quiz

Question 1: When evaluating the validity of a website or a journal article, what are some criteria you should consider?

2 Point Answer: Student identifies at least 3 of the following criteria:

- Credentials / expertise of the author
- Purpose of the source (scholarly v. popular; intended audience)
- Mission / purpose of the organization that published / hosts the source
- Date of publication
- Comparison of source's validity with other sources

1 Point Answer: Student identifies at least 2 of the following criteria:

- Credentials / expertise of the author
- Purpose of the source (scholarly v. popular; intended audience)
- Mission / purpose of the organization that published / hosts the source
- Date of publication
- Comparison of source's validity with other sources

0 Point Answer: Student does not identify at least 2 of the following criteria:

- Credentials / expertise of the author
- Purpose of the source (scholarly v. popular; intended audience)
- Mission / purpose of the organization that published / hosts the source
- Date of publication
- Comparison of source's validity with other sources

Question 2: In a few sentences, explain the difference between a literature review and an annotated bibliography.

2 Point Answer: Student demonstrates a sound and complete understanding of the difference between a literature review and an annotated bibliography.

Student describes a literature review using the following phrases:

- A thorough examination of research done into a topic
- A document which establishes connections between previously done research
- Is used by an author to identify gaps in previous research and justify further inquiry into a topic

Student describes an annotated bibliography as:

- A summary / description of the sources used within a research project

1 Point Answer: Student demonstrates a partial understanding of the difference between a literature review and an annotated bibliography.

Students demonstrating a partial understanding will fail to identify that a literature review is:

- A document which establishes connections between previously done research
- Is used by an author to identify gaps in previous research and justify further inquiry into a topic

0 Point Answer: Student does demonstrate a meaningful understanding of the difference between a literature review and an annotated bibliography.

Searching Techniques - MeSH Quiz

Using the MeSH Thesaurus, identify which MeSH terms to use when conducting a search for the following keywords:

Question 1: Cancer

2 Point Answer: Student identifies an appropriate MeSH term for the provided keyword. (e.g. neoplasms)

0 Point Answer: Student does not identify an appropriate MeSH term for the provided keyword.

Question 2: Cows

2 Point Answer: Student identifies an appropriate MeSH term for the provided keyword. (e.g. cattle)

0 Point Answer: Student does not identify an appropriate MeSH term for the provided keyword.

Question 3: Antibiotics

2 Point Answer: Student identifies an appropriate MeSH term for the provided keyword. (e.g. anti-bacterial agents; Antibiotics, Antitubercular; cephalosporins; sisomicin)

0 Point Answer: Student does not identify an appropriate MeSH term for the provided keyword.

Searching Techniques - PICO Method

Define the question below using PICO model:

Are kids who have obese adoptive parents at increased risk for obesity compared with kids without obese adoptive parents?

Question 1: Population (what is the patient population that are you interested in?):

2 Point Answer: Student provides a full description for the population. Example:

- "adopted children"

1 Point Answer: Student provides a partial description for the population. Example:

- "children"

0 Point Answer: Student does not correctly identify the population of interest. Example:

- "Obese parents"

Question 2: Intervention or Variable of Interest (what is the exposure or intervention that you are interested in):

2 Point Answer: Student provides a full description for the intervention. Example:

- "obese adoptive parents"

1 Point Answer: Student provides a partial description for the intervention. Example:

- "parents"

0 Point Answer: Student does not correctly identify the intervention. Example:

- "without adoptive parents"

Question 3:

Comparison (what other factors could be considered as an alternative to the main intervention?):
Intervention or Variable of Interest (what is the exposure or intervention that you are interested in):

2 Point Answer: Student provides a full description for the comparison. Example:

- "without obese adoptive parents"

1 Point Answer: Student provides a partial description for the comparison. Example:

- "parents"

0 Point Answer: Student does not correctly identify the comparison. Example:

- "with adoptive parents"

Question 4: **Outcome** (what condition are you hoping to measure, change, or improve?):

2 Point Answer: Student provides a full description for the intervention. Example:

- "increased risk of obesity"

1 Point Answer: Student provides a partial description for the intervention. Example:

- "obesity"

0 Point Answer: Student does not correctly identify the intervention. Example:

- "without adoptive parents"

Cited Reference Searching Quiz

Question 1

1. Using the following citation provided below, perform a cited reference search using Scopus or Web of Science.

Agersø, Y., & Aarestrup, F. M. (2013). Voluntary ban on cephalosporin use in Danish pig production has effectively reduced extended-spectrum cephalosporinase-producing Escherichia coli in slaughter pigs. *Journal of Antimicrobial Chemotherapy, 68*(3), 569–572. doi:10.1093/jac/dks427

2. In the box below, provide the APA citation of a document that has cited the Agersø & Aarestrup article.

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2 Point Answer: Student identifies an article that has cited the Agersø & Aarestrup article, and create a reasonably correct APA style citation for the article.

1 Point Answer: Student identifies an article that has cited the Agersø & Aarestrup article, but does not create a reasonably correct APA style citation for the article. OR Student does not identify the correct article that has cited the Agersø & Aarestrup article BUT creates a reasonably correct APA style citation for the article.

0 Point Answer: Student does not identify an article that has cited the

Articles citing the article above:

Andersen, J. L., He, G.-X., Kakarla, P., Ranjana, K. C., Kumar, S., Lakra, W. S., … Varela, M. F. (2015). Multidrug efflux pumps from enterobacteriaceae, Vibrio cholerae and Staphylococcus aureus bacterial food pathogens. *International Journal of Environmental Research and Public Health*, *12*(2), 1487–1547. http://doi.org/10.3390/ijerph120201487

Barton, M. D. (2014). Impact of antibiotic use in the swine industry. *Current Opinion in Microbiology, 19*(1), 9-15.

Hammerum, A. M., Larsen, J., Andersen, V. D., Lester, C. H., Skytte, T. S. S., Hansen, F., … Agerso, Y. (2014). Characterization of extended-spectrum beta-lactamase (ESBL)-producing Escherichia coli obtained from Danish pigs, pig farmers and their families from farms with high or no consumption of third-or fourth-generation cephalosporins. *Journal of Antimicrobial Chemotherapy*, *69*(10), 2650–2657. http://doi.org/10.1093/jac/dku180

Levy, S. (2014). Reduced antibiotic use in livestock: How Denmark tackled resistance. *Environmental Health Perspectives, 122*(6), A160-A165.

Maron, D. F., Smith, T. J. S., & Nachman, K. E. (2013). Restrictions on antimicrobial use in food animal production: An international regulatory and economic survey. *Globalization and Health, 9*(1), 9-48.

Panknin, H. T. (2013). Significant decrease of ESBL/AmpC-producing E. coli in pig fattening through banning on cephalosporins. *Hygiene + Medizin, 38*(7-8), 326-328.

Pappas, G. (2013). Socio-economic, industrial and cultural parameters of pig-borne infections. *Clinical Microbiology and Infection, 19*(7), 605-610.

Randall, L. P., Lemma, F., Rogers, J. P., Cheney, T. E. A., Powell, L. F., & Teale, C. J. (2014). Prevalence of extended-spectrum-beta-lactamase-producing Escherichia coli from pigs at slaughter in the UK in 2013. *Journal of Antimicrobial Chemotherapy*, *69*(11), 2947–2950. http://doi.org/10.1093/jac/dku258

Sharp, H., Valentin, L., Fischer, J., Guerra, B., Appel, B., & Kaesbohrer, A. (2014). Estimation of the transfer of ESBL-producing Escherichia coli to humans in Germany. *Berliner Und Munchener Tierarztliche Wochenschrift*, *127*(11-12), 464–477. http://doi.org/10.2376/0005-9366-127-464

Smith, M., Do, T. N., Gibson, J. S., Jordan, D., Cobbold, R. N., & Trott, D. J. (2014). Comparison of antimicrobial resistance phenotypes and genotypes in enterotoxigenic Escherichia coli isolated from Australian and Vietnamese pigs. *Journal of Global Antimicrobial Resistance, 2*(3), 162-167.

Citing Sources & Creating a Bibliography Quiz

Question 1

a. Select a citation management software to install on your computer.

- No points awarded for this task

b. In a few sentences, explain your reason for choosing it over another option.

2 Point Answer: Student identifies a specific citation management software program, and provides at least a full sentence justification for selecting it.

1 Point Answer: Student identifies a specific citation management software program, but does not provide a full sentence justification for their selection.

0 Point Answer: Student does not identify a specific citation management software program.

Question 2

Using the citation manager, create a citation for the following article (Links to an external site.) in APA style and paste it in the box below.

J Anim Sci. 2013 Jun;91(6):2657-66. doi: 10.2527/jas.2012-5661.
Effects of the precalving administration of omega-3 fatty acids alone or in combination with acetylsalicylic acid in periparturient dairy cows.
Grossi P1, Bertoni G, Cappelli FP, Trevisi E.

Note: If you could not generate this citation, explain why you were not successful in this task.

2 Point Answer: Student creates a reasonably correct APA style citation for the article.

1 Point Answer: Student does not create a reasonably correct APA style citation for the article, but provide a valid explanation as to why they were unable to complete this task using the citation manager.

0 Point Answer: Student does not create a reasonably correct APA style citation for the article, and do not provide a valid explanation as to why they were unable to complete this task using the citation manager.