

Redesigning an Active Learning Information Literacy Series

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Abstract

In August 2016, librarians at the UNDSMHS embarked on a curriculum redesign project to better integrate active learning principles into library lectures. One year into the project, a five-lecture series for the medical program has been redesigned to feature case-based learning exercises.

Background

- Undergraduate medical education at the University of North Dakota:
 - First two years held in Grand Forks, ND. Curriculum consists of basic science lectures, clinical skills lectures and practice, and small-group case-based learning experiences referred to as "PCL."
 - One academic year consists of four eight-week blocks.

Methods

- Case vignettes & activities modeled after PCL format.
- Scenarios adapted from EBM textbooks, existing lectures found on MedEdPortal.org, or from real-life examples known to librarian.

M1

Orientation

- Topics:
- Background info vs. Foreground info
 - Case vignette
 - Identify LOs
 - Find answer
 - Citations
 - Basic searching in PubMed

Block 1

- Topics:
- What is primary lit?
 - Case vignette
 - Creating the question
 - Searching PubMed w/ MeSH

Block 3

- Topics:
- Case vignette
 - Introduce PICO
 - Advanced PubMed MeSH (e.g. pharm action)

M2

Block 5

- Topics:
- Evidence-based Medicine
 - Case vignette
 - Find the "best" evidence

Block 8

- Topics:
- Dermatologic exams in a primary care setting
 - Point-of-care resources
 - Case vignette
 - Identify clinical cues
 - Differential diagnoses
 - Compare entries in point-of-care resources

"The session was very interactive and I felt that I grasped how to use the library resources by actually using them and finding them during the presentation."



Block 8 – Viewing case vignettes

"I really liked how [the instructor] brought a personal story in and used it as an opportunity to teach us."

Advantages

- Case-based learning is used throughout their curriculum. Case scenarios also used in licensing examinations.
- Makes the exercises & content more relevant to them.

Challenges

- Redesign is very time-consuming. Focused on one lecture at a time.
- Library lectures *not* required attendance. Had to be flexible with planned activities.
- Library content sometimes not immediately relevant to the first two years of their coursework.
- Few students (20-25) returned evaluations. How much weight do you give the comments?

Conclusion

- Although early in process, preliminary feedback indicates the importance of continuing with this project.
- Future areas for attention: improving AL exercises, especially in orientation and Block 3; less repetition of topics; expand to other programs.