Sharing inter-faculty teaching experiences for improved training in information literacy

Life Sciences Library
University of Liège, Belgium

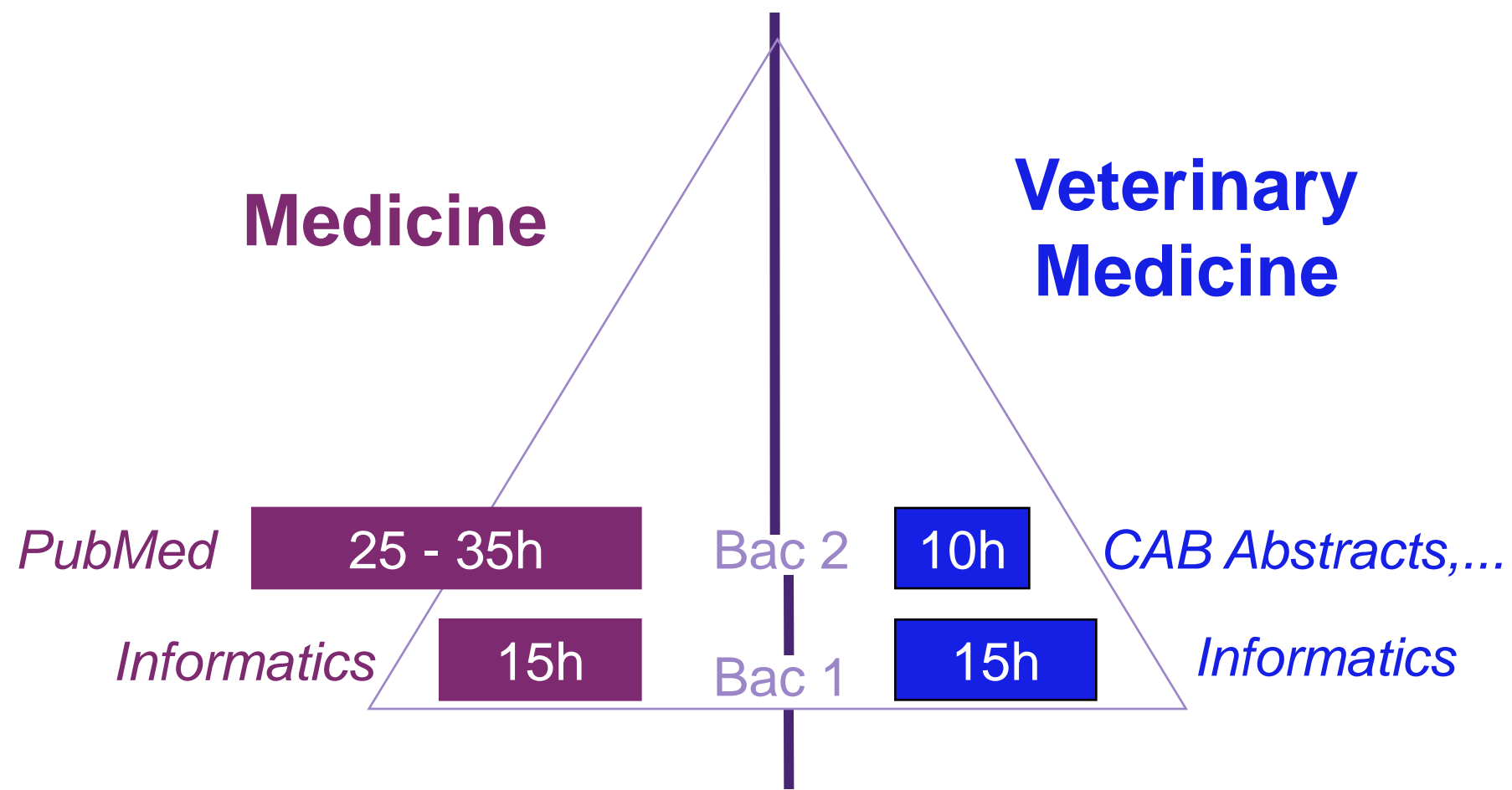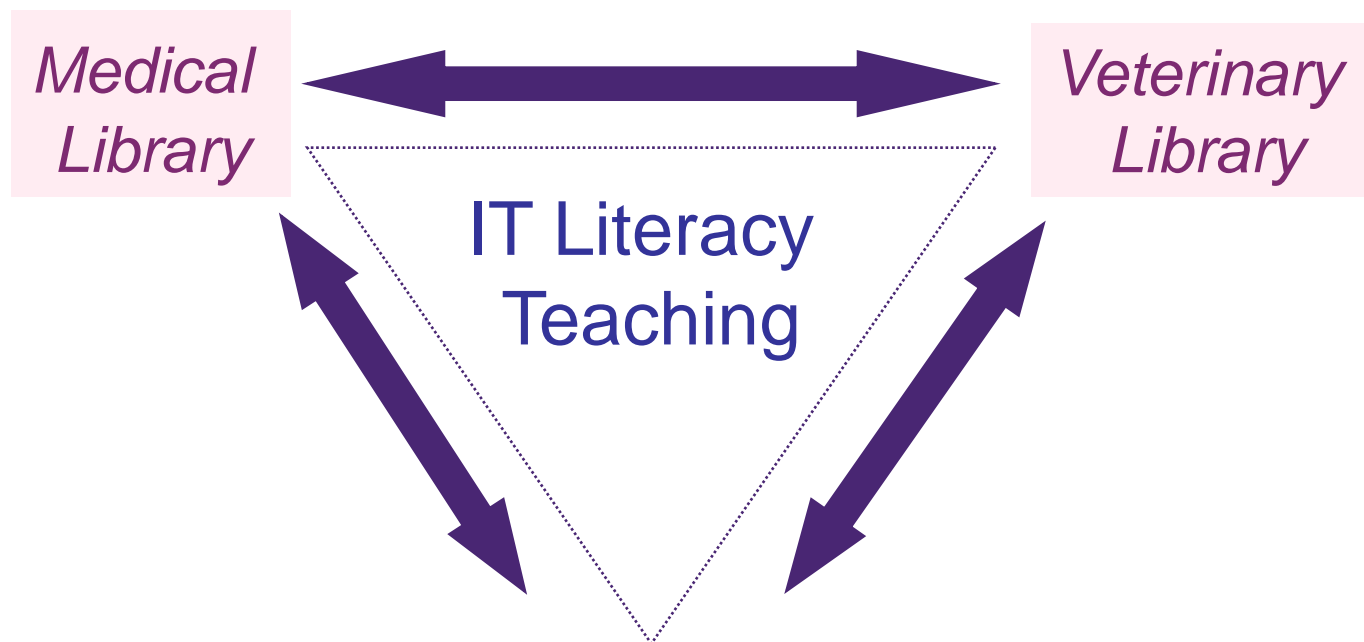**EAHIL Workshop**
Pathways to New Roles

IT literacy into the curriculum

2-4 ECTS (on a total of 60)

Medicine

Veterinary Medicine

PubMed | 25 - 35h | Bac 2 | 10h | *CAB Abstracts,...*

Informatics | 15h | Bac 1 | 15h | *Informatics*

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Sharing experiences

Medical Library ←——————————————→ Veterinary Library

IT Literacy Teaching

University Centers for Research on Learning & Teaching

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Challenges

✓ Creating a new course in the absence of a model

✓ Motivating students

- Unusual learning experience

- No obvious objectives

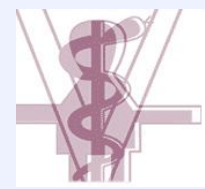- No immediate needs

✓ Training large groups (n= 250-350)

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Aims

✓ Skills rather than knowledge

✓ Good searching practice

✓ Autonomous and proactive learning

✓ Critical attitude towards information

✓

  Life-long learning

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Skills *rather than* Knowledge

- FIRST : Guided tours of library

- THEN : Focusing on activities

Theory ⟶ Skills
⟵

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Theory ⟶ Skills

Electronic voting

during lectures

With the support of the SMART research center in Education Sciences
Système Méthodologique d'Aide à la Réalisation de Tests

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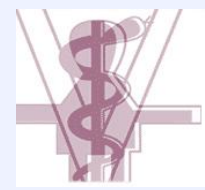
Electronic voting system

✓ Interactivity during plenary lectures

✓ Instant evaluation of teaching effectiveness

✓ Opportunity for student's self-evaluation

- Pre-tests and post-tests
- Immediate feed-back

✓ Syntheses and revisions

✓ Simulation of exam conditions

Skills ⟶ Theory

Web-based hands-on sessions

Discovery-based learning

With the support of the LabSET research center in Education Sciences
Laboratoire de Soutien à l'Enseignement Télématique

Web-based hands-on sessions

✓ WebCT-supported PubMed workshops

- Scenario inspired from professional life
- Alternated exercises and self-evaluations (MCQ)
- Feedback return for all answers (right or wrong)
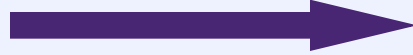- Advice for good searching practice

✓ Specific advantages

- Flexible timing and respect for individual rhythms
- Possibility to start all over again

Skills ➡ Theory

Problem-based learning

✓ Workshops in IT classrooms

- Groups of 10 students (2 x 2.5h)
- In the presence of scientific facilitators

✓ Group works → written reports

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Problem-based Learning

✓ Workshops and group works are aimed to

- Analyze the problem (topic)

- Consider terminology

- Select sources (OPAC, PubMed, CAB Abstracts)

- Write requests and set limits

- Record results

- Select relevant references

- Locate materials

Evaluation

✓ Students' performance

✓ Teaching effectiveness

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Students' evaluation

✓ According to Bologna Agreement

✓ One-to-one examination (problem solving)

✓ Written examination (MCQ)

- Optical mark reading system

- MCQ quality control

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Teaching effectiveness

✓ Interviews (qualitative) and surveys (quantitative)

- General satisfaction

- Criteria chosen by students to evaluate teaching

- Perception of course aims and usefulness

- Measure what they have really learned

- List difficulties encountered

- Evaluate the different activities separately

✓ Students' performance at final examination

Conclusions

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Inter-disciplinary sharing

✓ **Teaching developped without concertation**

- Medical Library
- Veterinary Library

✓ **Research in Education Sciences at ULg**

- LabSET
- SMART

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Unified program

✓ New teaching staff for a new library

✓ Common teaching objectives

✓ Approach focusing on activities > theory

✓ Same toolbox

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Essential preliminaries

✓ Identify aims and priorities

✓ Evaluate current teaching

✓ Be aware of difficulties

✓ Structure course contents

✓ Focus on activity & interactivit

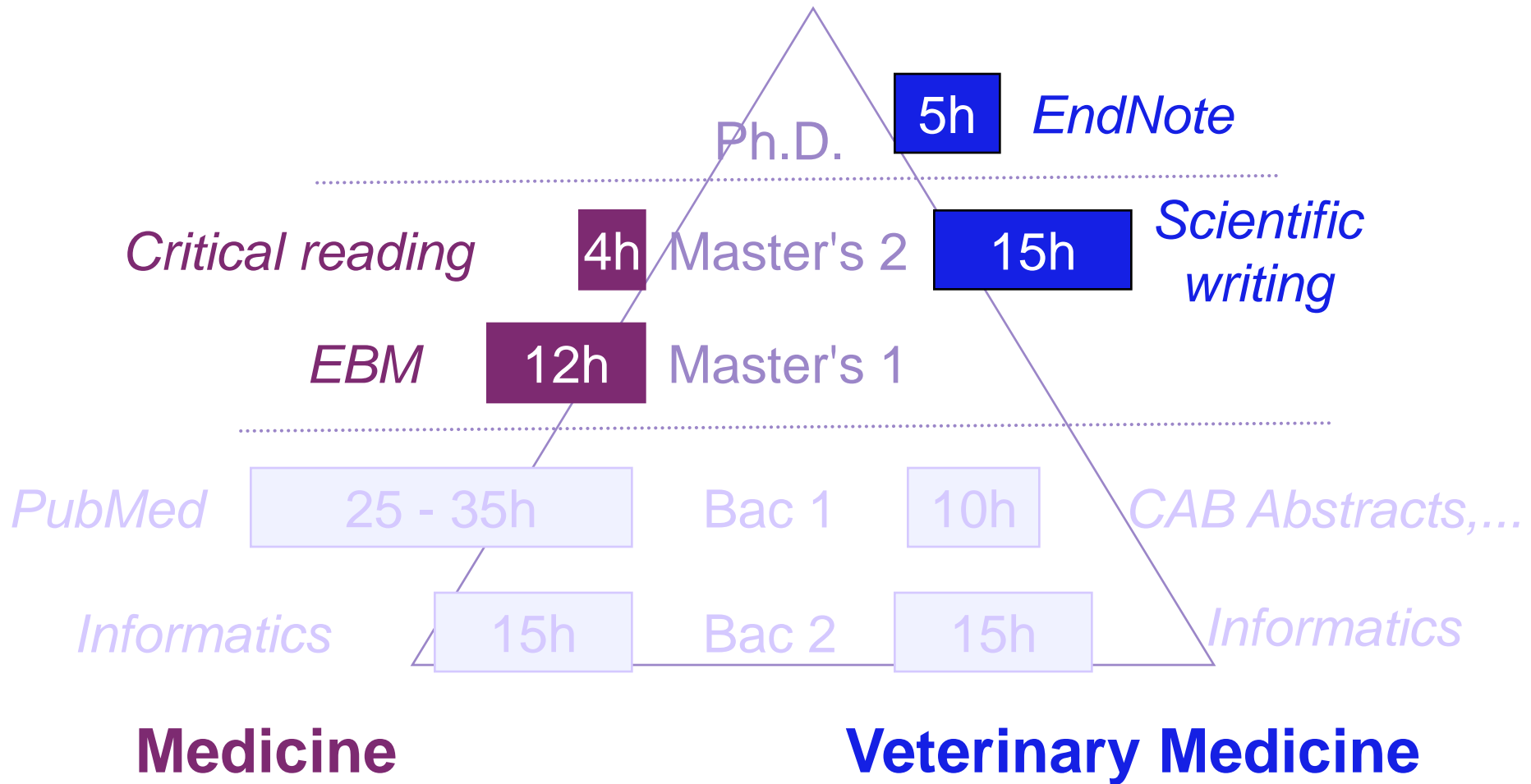# Essential evaluations

To collect data and statistics in order to :

✓ Detect gaps and weaknesses

✓ Improve course quality

✓ Increase the general level of competency

✓ Report to faculties

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Chances of success

5h *EndNote*

Ph.D.

Critical reading 4h Master's 2 15h *Scientific writing*

EBM 12h Master's 1

PubMed 25 - 35h Bac 1 10h CAB Abstracts,...

Informatics 15h Bac 2 15h Informatics

Medicine **Veterinary Medicine**

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Musts for librarians

✓ Link specific activities with specific aims / skills

✓ Become interested in Education Sciences

✓ Organize lectures and workshops

✓ Improve oral and Web-based communication

✓ Use new software

✓ Go beyond the library (look, observe, integrate)

What's to gain ?

✓ Peer recognition

✓ Partnership in higher education

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Christine Brouwir, Nancy Durieux,

Nicolas Fairon, Francoise Pasleau, Severine Spronck,

Sandrine Vandenput and their colleagues from the

SMART, LabSET and ULB CTE research centers

Thank you for your attention