

Getting Started with Information Literacy – Health Science

What is health information literacy and why is it important?

Information literacy (IL) refers to the ability to recognize a need for information and to find, analyze, and synthesize material from books, articles, websites, and more that meet that need. Students in the health sciences¹ may already have related skills from general education, but they need the extra know-how that will help them in their health science studies and later medical careers. For example, your students need to be adept at writing PICO questions and using databases such as PubMed and CINAHL.

InfoLit – Health Science offers health science-specific instructional content to help students build foundational skills. The growing suite of online videos, tutorials, and assessments provides librarians and faculty with the tools needed to teach and assess foundational skills within the context of this quickly growing discipline. The ready-made instructional materials free undergraduate and graduate-level class time for more active practice and high-impact learning.

Are you wondering how multimedia can work in health science education? A recent [paper by librarians at Deakin University Library](#) outlines their positive experiences with online health information literacy modules; students who used the modules got higher grades and engaged positively with the material, found the authors.

How can Information Literacy – Health Science enhance your classes?

InfoLit – Health Science gives you a “low lift” option to start incorporating IL instruction into your class and assignments. If your class focuses on IL already, InfoLit – Health Science videos, tutorials, and assessments complement what you’re doing. The material helps you increase instructional time by shifting lecture-based instruction to homework, allowing for hands-on, high-impact learning when students come to class.

Library instruction

- Do your librarians have limited time with students to teach them health research and information literacy skills? It can be hard to balance teaching students the medical knowledge they need and the basic mechanics of research for their assignments in one sitting.
- Use multimedia to flip your library instruction. Students can go through multimedia on their own time (before or after class) to get basic concepts of information literacy.
- Benefit: Librarians can focus their in-person time with students on hands-on searching and practice for their assignment and on reinforcing information literacy concepts.

Scaffolded through your course

- Are you concerned about having enough time to cover your course’s content and incorporate research instruction into your syllabus?
- Use multimedia to flip information literacy instruction throughout several weeks of your course. Students can go through multimedia on their own time to learn basic concepts and practice research skills.
- Reinforce IL through the research assignments—those those on the PICO method and patient care plans, for

¹ Porter, J.A., Wolbach, K.C., Purzycki, C.B., Bowman, L.A., Agbada, E., & Mostrom, A.M. (2010). Integration of information and scientific literacy: Promoting literacy in undergraduates. *CBE Life Science Education*, 9(3): 536-542. doi: 10.1187/cbe.10-01-0006

example—you planned to give as part of your syllabus. Relevant multimedia can be shared with students at each step of a major research project.

- Benefit: Students can benefit from information literacy instruction without a significant impact on your syllabus.

Remedial tool

- Do some of your students (transfer students, non-traditional students, at risk students) need a refresher or additional help with how to do research ?
- Use multimedia as a remedial tool for students who need to review basic information literacy skills. By using online materials, students can get the help they need without significantly impacting your course syllabus.

Make the Most of Your Information Literacy – Health Science Content

General Tips

- Students can access InfoLit – Health Science in a variety of settings:
 - Outside of class as online learning objects
 - Embedded or linked from any website
 - Integrated within your online class (e.g., for gradebook sync)
- All materials are aligned to national IL standards (ACRL nursing standards)
- Videos are short (2-4 minutes) and produced in engaging motion graphic style
- Tutorials support formative assessment with practice elements throughout
- Quizzes can be applied to students' final grade or used for extra credit
 - Quizzes relate to specific topics in the videos and tutorials (1-3 multimedia covered per quiz)
 - Use them in conjunction with multimedia to assess specific skills that are important for your course

Videos and Tutorials

Most instructors use several pieces aligned with course learning objectives, their course syllabus, or topics that need to be stressed to students. Typically these are spread across different weeks of a course, scaffolded beside an assignment.

- Each tutorial is a 10-15 minute exploration of a topic with interactive elements and formative assessments
- Tutorials with practice elements can be used during class time as a facilitated activity
- Multimedia can be used in flipped instruction, where videos and tutorials are assigned as homework.

See our LibGuide [Faculty Guide to Information Literacy – Health Science](#) for tips on using the videos, tutorials, and assessments efficiently with your students.

Take Advantage of Credo Information Literacy–Health Science's Built-in Assessment Platform

Quizzes

- Recommended when your course is not heavily focused on IL, but you would like to reinforce IL principles.
- Relate to specific topics in the videos and tutorials (there is one quiz per section of material). Use them in conjunction with multimedia to assess specific skills that are important for your course.