DEVELOPING BEST PRACTICES FOR INTERNATIONAL STUDENT INFORMATION LITERACY INSTRUCTION

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INDIANA UNIVERSITY SCHOOL OF DENTISTRY

1916 Anatomy Class
Began in 1879

Doctor of Dental Surgery (DDS)

Cohorts of ~110 students in each year (4 year program)
INTERNATIONAL DENTIST PROGRAM (IDP)

- Began in 2014
- Cohorts of ~14 students
- Qualified dentists from outside the United States
- Abbreviated curriculum
- “Fast-Track” program for a DDS

Challenges:

- English as a second language
- Perceptions of information literacy in education and culture in country of origin
INFORMATION LITERACY PROGRAM BEST PRACTICES

Dentistry Library, 1914
INFORMATION LITERACY PROGRAM BEST PRACTICES

- Mission
- Goals and Objectives
- Planning
- Administrative and Institutional Support
- Articulation within the Curriculum
- Collaboration
- Pedagogy
- Staffing
- Outreach
- Assessment/Evaluation

Dentistry Library, 1914
INFORMATION LITERACY PROGRAM BEST PRACTICES

Mission
Goals and Objectives
Planning
Administrative and Institutional Support
Articulation within the Curriculum
Collaboration
Pedagogy
Staffing
Outreach
Assessment/Evaluation

Administrative and Institutional Support
Articulation within the Curriculum
Collaboration
Pedagogy

Dentistry Library, 1914
Incoming Dental Students

Incoming Class, 1904
INCOMING DENTAL STUDENTS

D1 Students
- Arrive in early July
- Orientation week
  - Includes a brief (15 minute) library orientation
- Summer semester (T520) modules: Anatomy, Ethics, History, & Evidence-Based Dentistry

IDP Students
- Arrive in January
- Orientation and special courses prior to the first summer session
  - Includes a longer (60 minute) library orientation
- Beginning with the summer session, IDPs join D1s in T520

Incoming Class, 1904
EVIDENCE BASED DENTISTRY (T520 EBD)

Orthodontic Clinic, 1962
EVIDENCE BASED DENTISTRY (T520 EBD)

First Summer Session - 6 sessions over ~3 weeks

Group and individual work

Intensive information literacy and evidence-based components

- Critical thinking
- Database searching
- Resource evaluation

Orthodontic Clinic, 1962
2014 & 2015 SUMMER SESSIONS

Prosthetic Lab c.1920
2014 & 2015 SUMMER SESSIONS

General, passive, one-hour, library orientation
Well received, but... lacked something

T520 includes a lot of information literacy and evidence based practice concepts

Problem:
• students were confused by learning IL and Evidence-Based methods at the same time

Solution:
• retool the summer session to give an earlier, more focused introduction to information literacy concepts prior to the actual T520 EBD class
IMPROVING THE SUMMER SESSIONS

Oral Surgery Clinic c.1920
IMPROVING THE SUMMER SESSIONS

Administrative and Institutional Support & Articulation within the Curriculum

• Worked with course coordinators in the Dental School to transform library orientation into an active IL session which is a mandatory module of T520
IMPROVING THE SUMMER SESSIONS

Administrative and Institutional Support & Articulation within the Curriculum

• Worked with course coordinators in the Dental School to transform library orientation into an active IL session which is a mandatory module of T520

Collaboration & Pedagogy

• Worked with the University Library to adapt existing pedagogy and IL instruction to the needs of entering students

Oral Surgery Clinic c.1920
COLLABORATING: UNIVERSITY LIBRARY
1: Define your question or topic.

Before you start it is important to have a question or topic in mind. This focuses your research and saves wasted time reviewing irrelevant material. (See Research Guide > 1: Your Question for help with developing a question.)

Question or Topic: ____________________________

2: Find sources.

Search Academic Search Premier (Research Guide > 3: Find Materials) to identify a credible article on your topic. (See Research Guide > 4: Read & Evaluate for tips on how to identify and evaluate articles.)

Article Title ____________________________ Year ______________
Author(s) ____________________________ Pages ________ Vol/Issue ________
Journal Title ____________________________
2016 & 2017 SUMMER SESSIONS

“Science Laboratory” c.1920
2016 & 2017 SUMMER SESSIONS

New IL session with active learning focused on advanced Pubmed searching
Allowed for the separation of IL and Evidence-Based concepts as well as the opportunity to review select IL concepts within the T520 course
Anecdotally, improved student learning and lowered student frustration and confusion

Problem:
- IDP students were still having greater difficulty than their counterparts in the D1 class

Solution:
- Integrate additional IL training into IDP preparatory experiences

“Science Laboratory” c.1920
IMPROVING THE IDP EXPERIENCE

Clinic c.1920
Improving the IDP Experience

Administrative and Institutional Support & Collaboration

- Worked with another introductory course (T642 IDP Transitions) professor to integrate IL into an existing English/research project
IMPROVING THE IDP EXPERIENCE

Administrative and Institutional Support & Collaboration

• Worked with another introductory course (T642 IDP Transitions) professor to integrate IL into an existing English/research project

Pedagogy

• Further adapted existing pedagogy and IL instruction to meet the needs of the IDP students in T642
• This precedes the IL session and T520, giving IDP students additional opportunities to practice IL skills in a directed, classroom setting as part of a larger research project
• Collaboration with University Library, school and course administration, faculty from other disciplines
• All entering dental students have a scaffolded IL experience to prepare them for EB practice
• International students have an additional experience to further reinforce deficient areas such as basic searching and proper attribution
Success

• Collaboration with University Library, school and course administration, faculty from other disciplines
• All entering dental students have a scaffolded IL experience to prepare them for EB practice
• International students have an additional experience to further reinforce deficient areas such as basic searching and proper attribution

Problems/Challenges

• Better assessment of IL performance
• Continuity of instructors and experiences of IDP students


QUESTIONS?

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