

# DEVELOPING BEST PRACTICES FOR INTERNATIONAL STUDENT INFORMATION LITERACY INSTRUCTION

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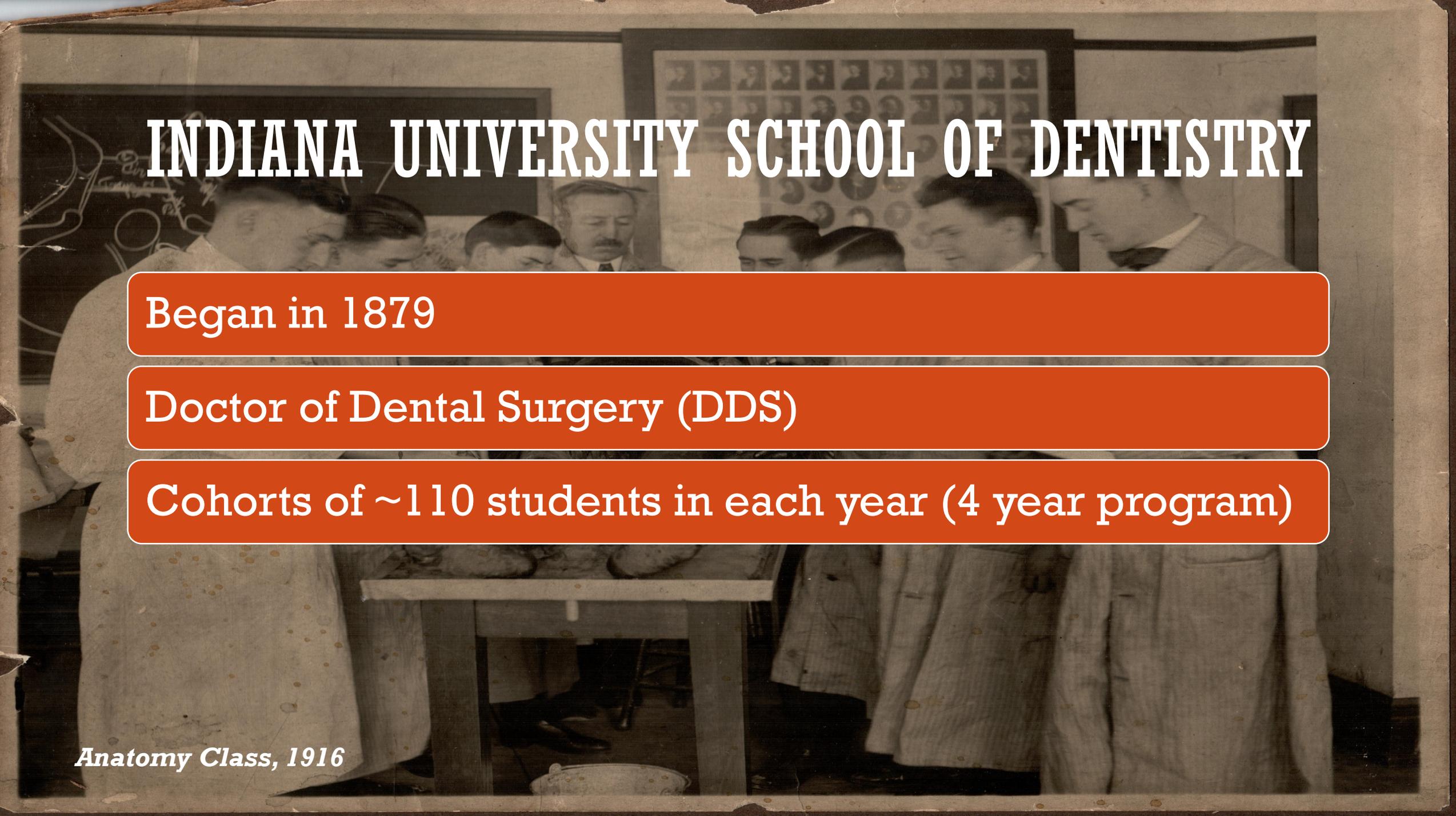


# INDIANA UNIVERSITY SCHOOL OF DENTISTRY



*1916 Anatomy Class*

# INDIANA UNIVERSITY SCHOOL OF DENTISTRY



Began in 1879

Doctor of Dental Surgery (DDS)

Cohorts of ~110 students in each year (4 year program)

*Anatomy Class, 1916*

# INTERNATIONAL DENTIST PROGRAM (IDP)

## Challenges:

- Began in 2008
  - Cohort of 10 dentists
  - Qualified in the United States
  - Abbreviated residency
  - “Fast-Track” program for a DDS
- 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*

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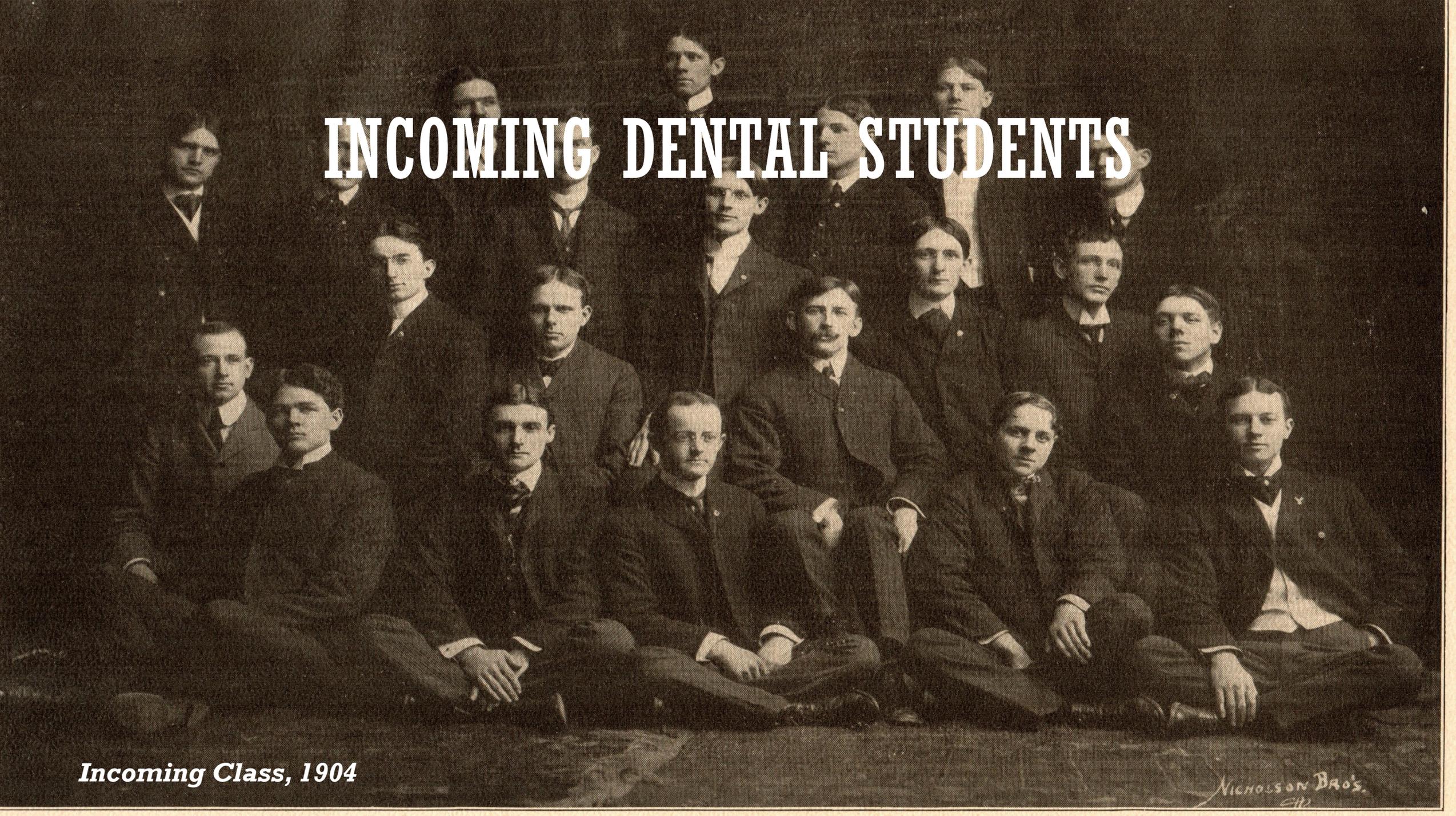
Administrative and Institutional Support

Articulation within the Curriculum

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Pedagogy

*Dentistry Library, 1914*



# INCOMING DENTAL STUDENTS

*Incoming Class, 1904*

*NICHOLSON BROS.  
S.P.*

# 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

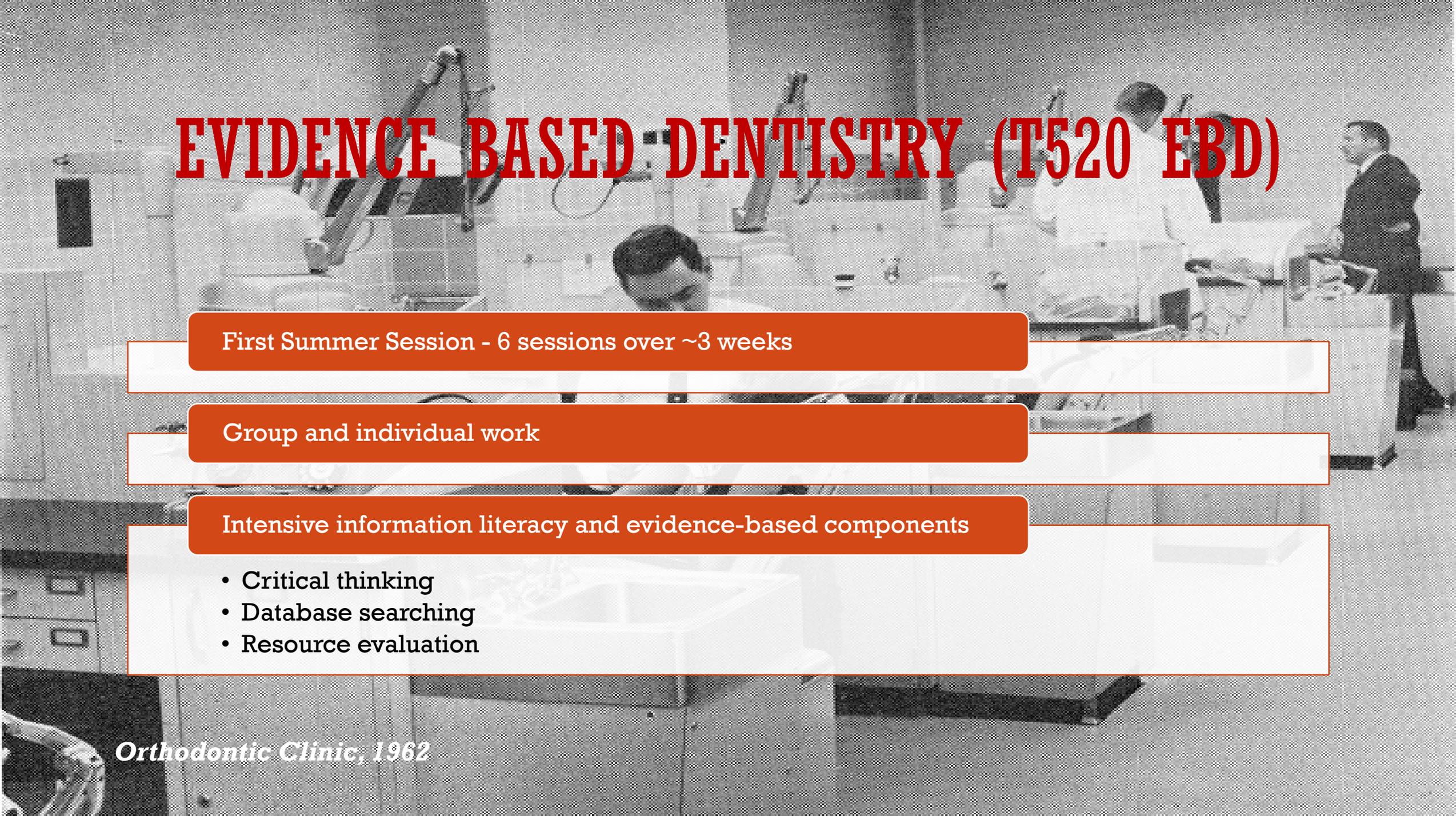
## IDP Students

- 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

# 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

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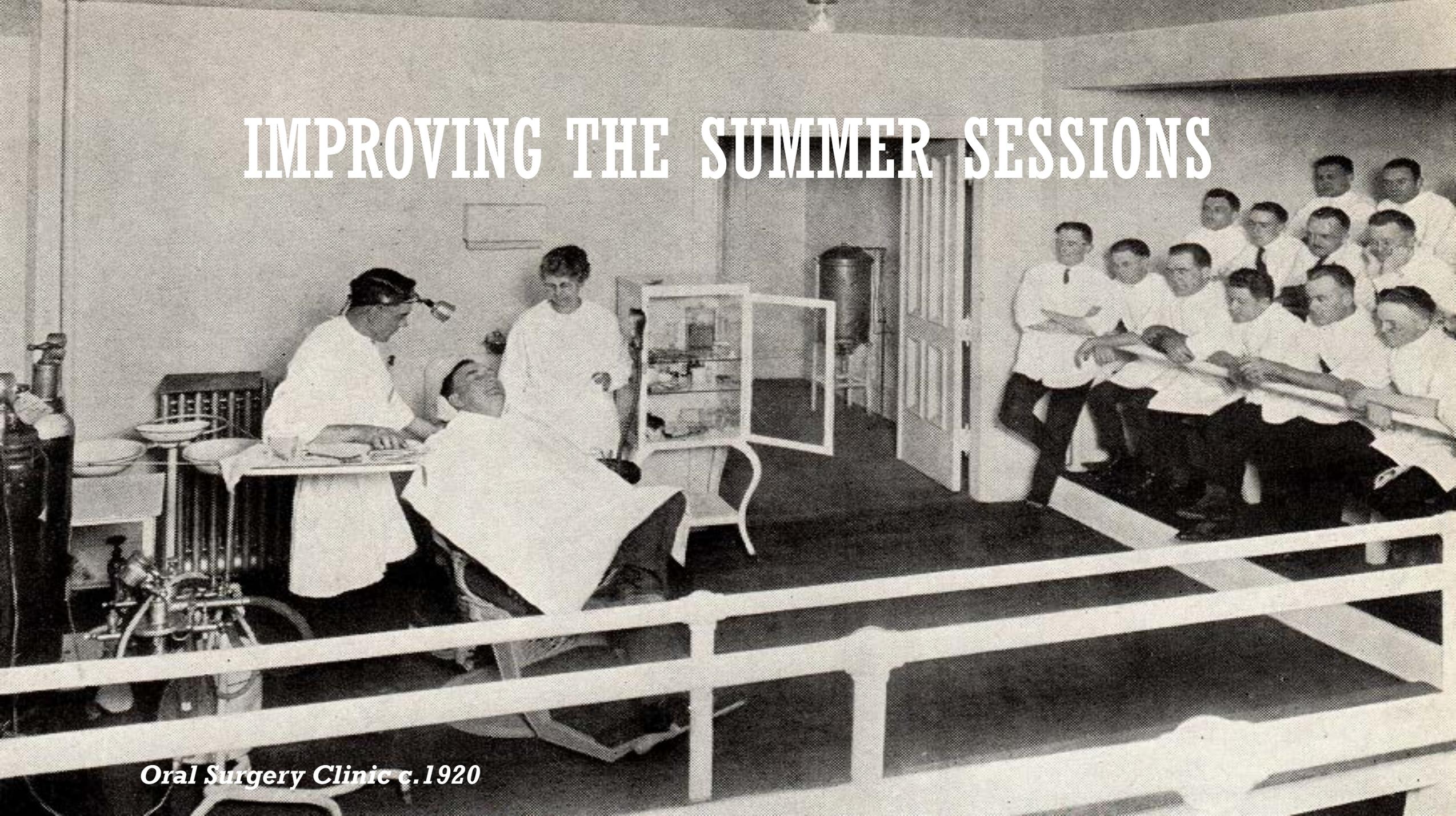
## Solution:

- retool the summer session to give an earlier, more focused introduction to information literacy concepts prior to the actual T520 EBD class

cepts

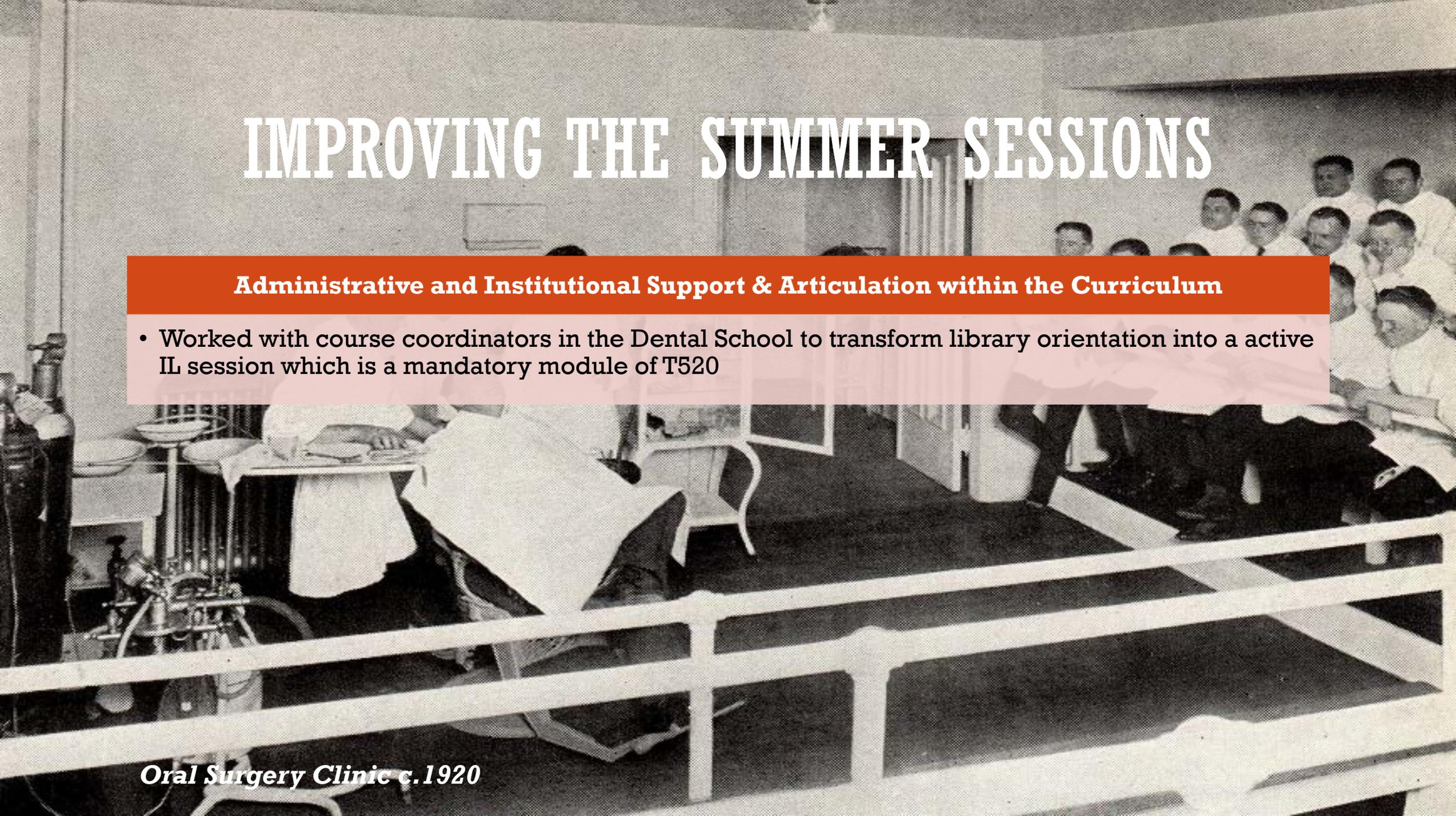
*Prosthetic Lab c.1920*

# IMPROVING THE SUMMER SESSIONS



*Oral Surgery Clinic c.1920*

# IMPROVING THE SUMMER SESSIONS

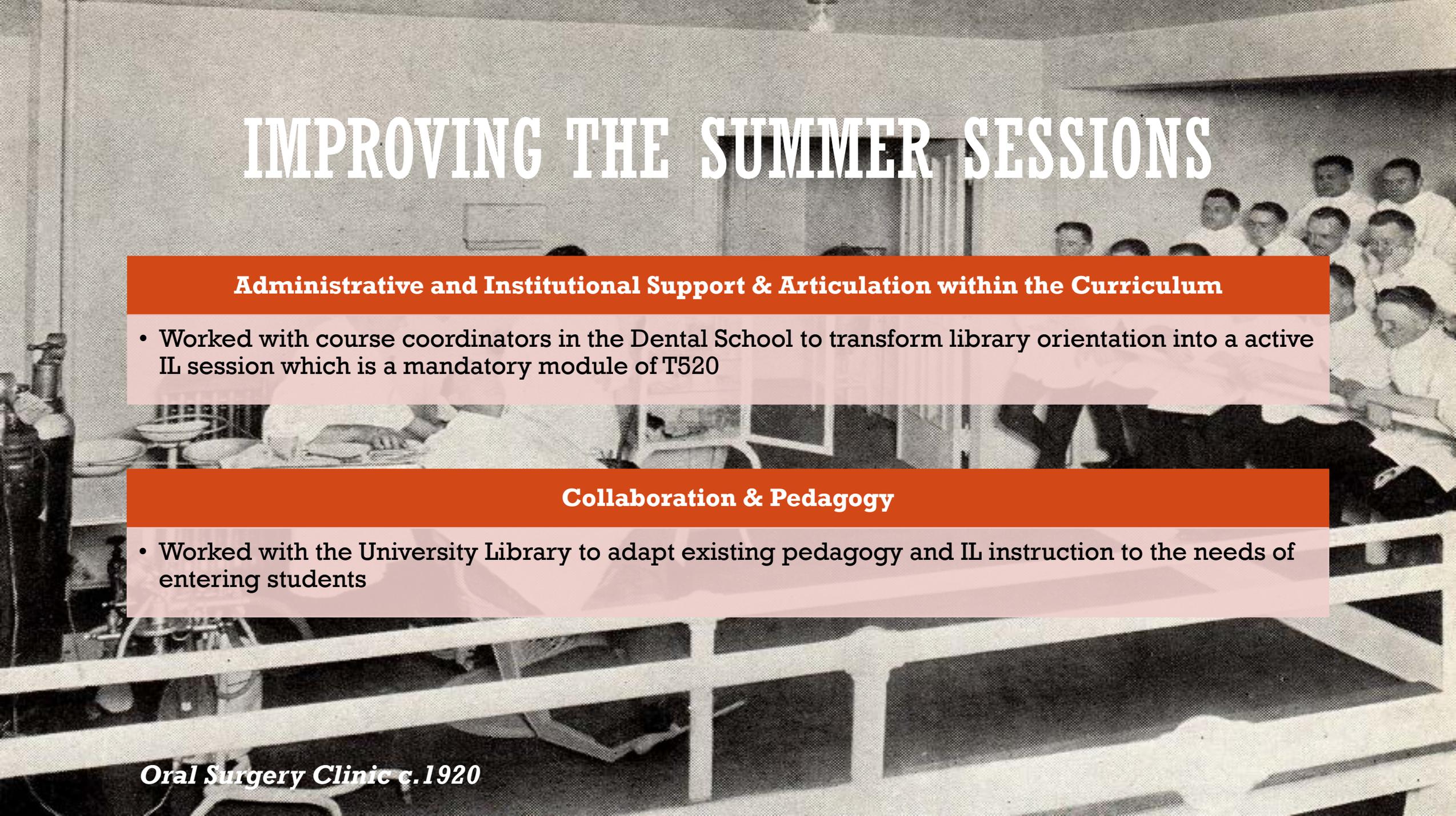


## **Administrative and Institutional Support & Articulation within the Curriculum**

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

*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 a 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





# BRIDGE





# BRIDGE CURRICULUM

## 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

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## Solution:

- Integrate additional IL training into IDP preparatory experiences

review

*“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

*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

## 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

*Clinic c.1920*



# 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



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## **Problems/ Challenges**

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

# WORKS CITED

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- Munn, J., & Small, J. (2017). What is the Best Way to Develop Information Literacy and Academic Skills of First Year Health Science Students? A Systematic Review. *Evidence Based Library and Information Practice*, 12(3), 56-94.



# QUESTIONS?

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