

**Information literacy training
embedded in the
Faculty of Veterinary Science's
BVSc curriculum**

Susan Marsh & Marguerite Nel

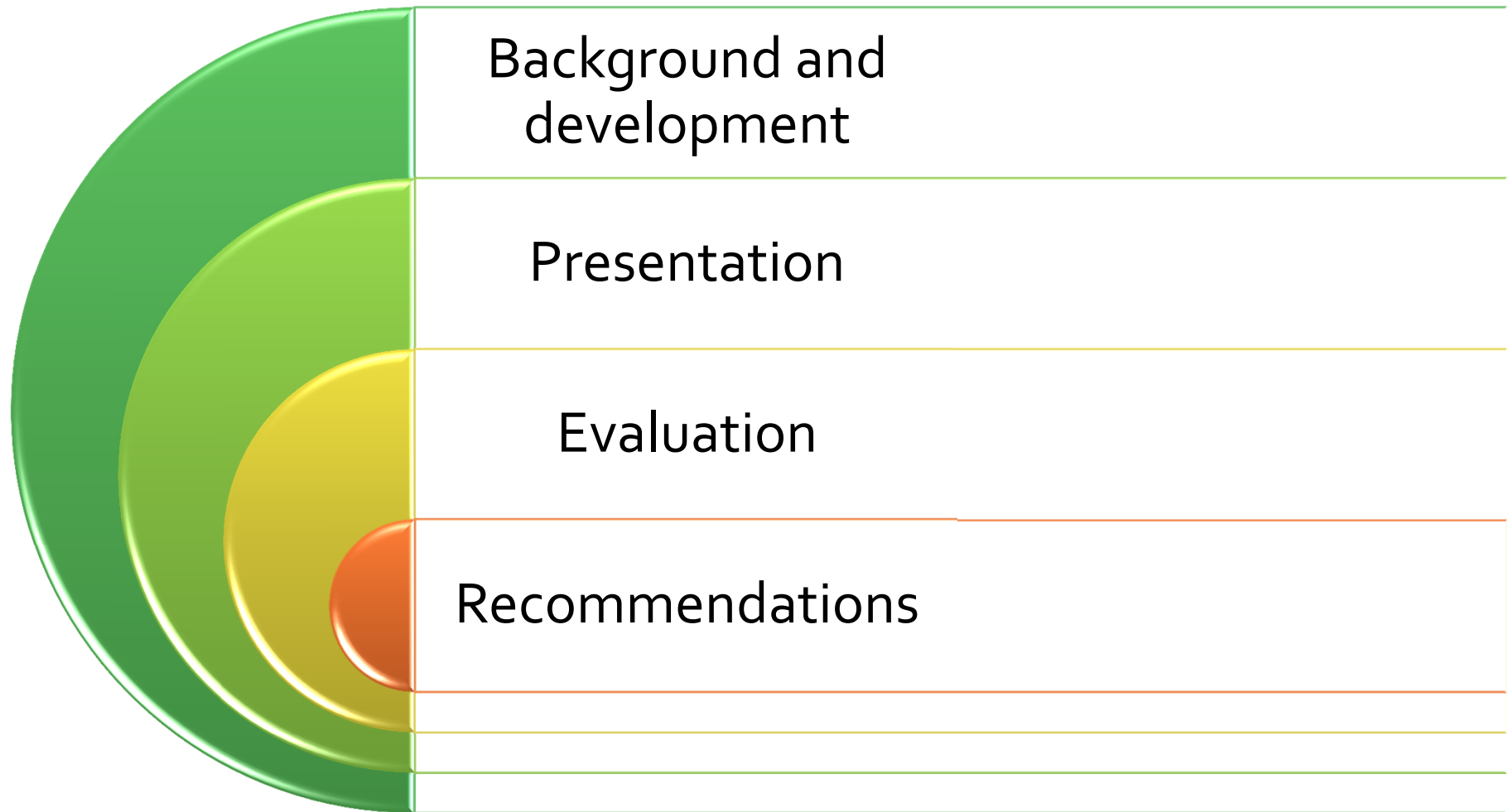
Introduction

“In higher education,
embedded librarians
teach”

(Shumaker, 2012)



Overview



Susan Marsh

Development of the course

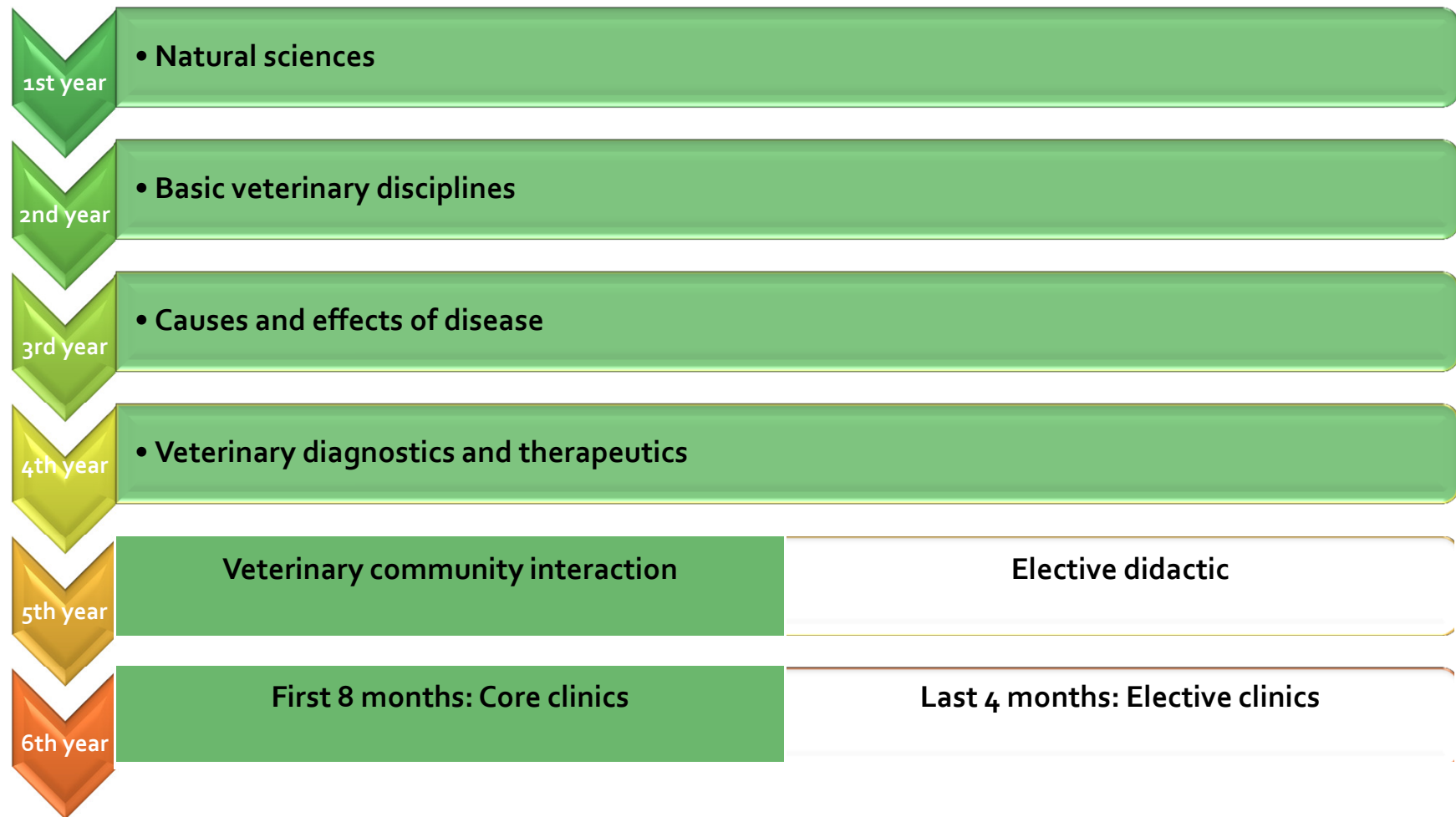
The first steps: background and development



The Veterinary Science degree



The 6 year core – elective degree



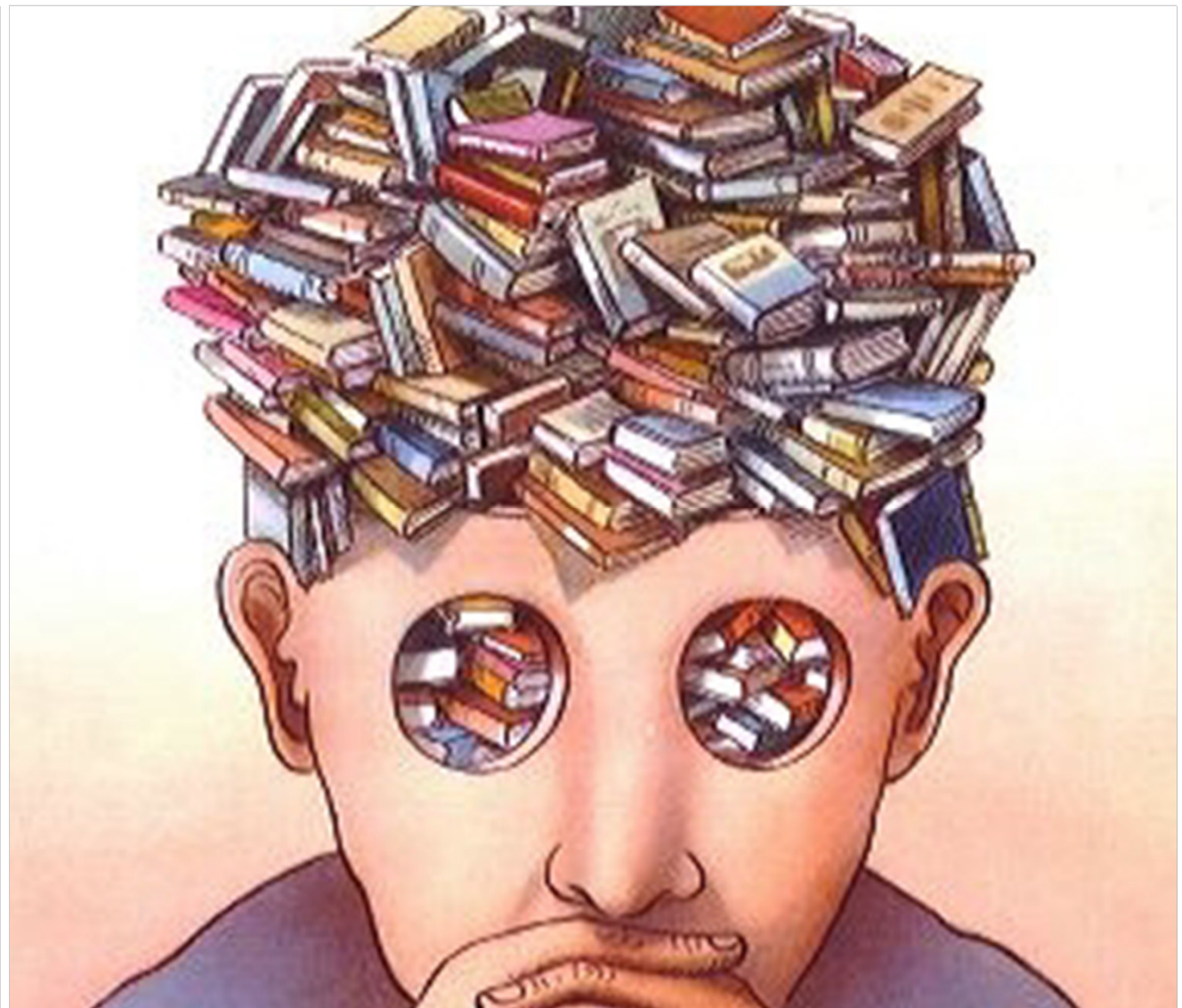
Principles for curriculum development

Teaching approach

Critical thinking

Information management

Lifelong learning

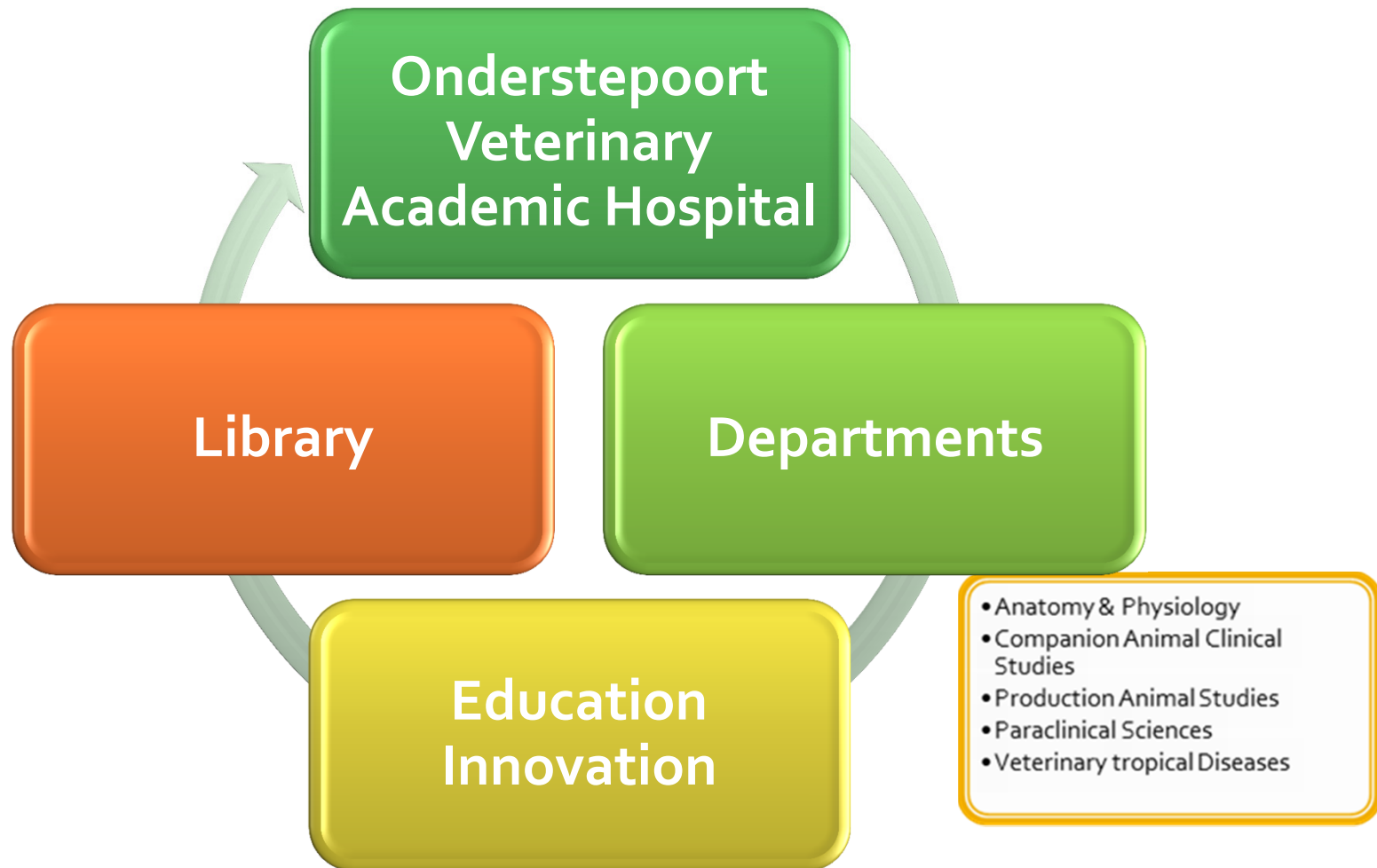


Day-one competencies

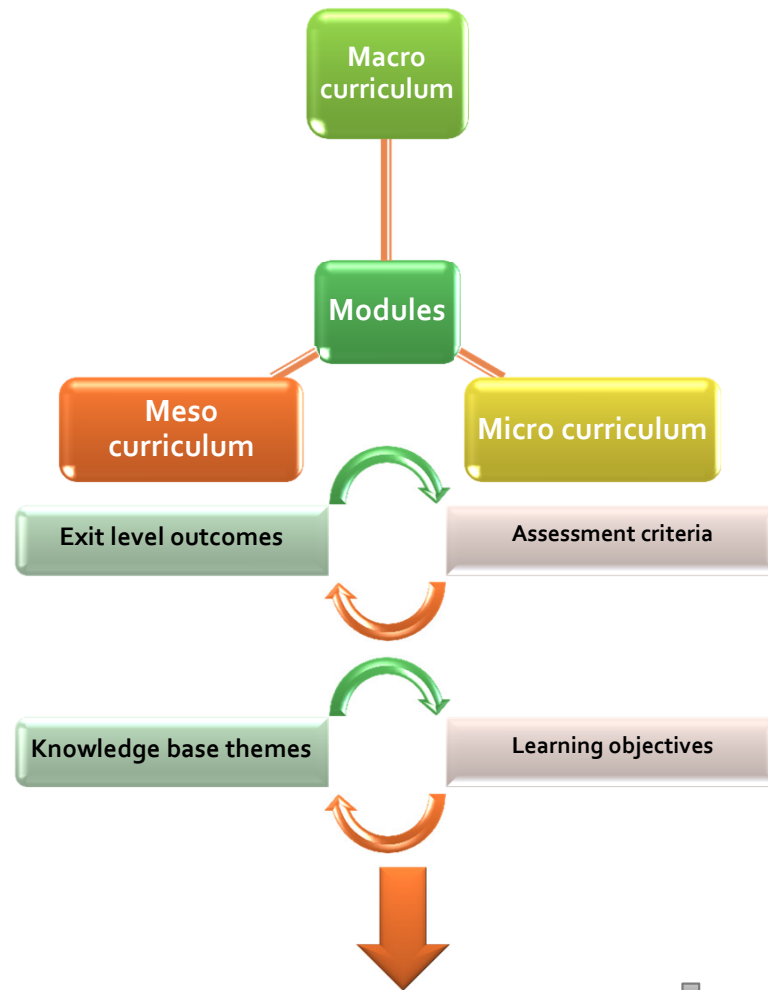
- General professional skills and attributes
- Underpinning knowledge and understanding
- Practical competencies and skills



Working group



Day-one competencies



Day-one competencies

Day-one competencies: General Professional skills and attributes



Scientific information literacy training

BVSc I

CIL 121
(Up to 2011)

AIM

(Implemented in 2012)

Phase 1: Orientation

Phase 2: Basic knowledge and skills (AIM
101)

BVSc II

AIM Phase 3: Intermediate or Advanced Skills

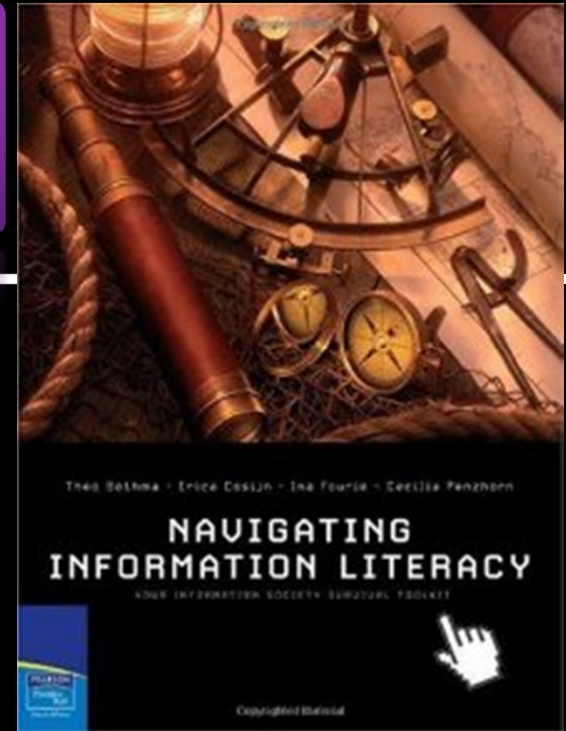
- Integration within modules
- Subject specific training
- Technology mediation, e.g. Turnitin



THE UNIVERSITY OF QUEENSLAND AUSTRALIA

"How-to" guides

UQ Library - Enriching world-class scholarship



Sources

Step #1: Finding a topic

Step #2: Formulating a problem statement

Step #3: Writing the research proposal

Step #4: The literature review

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GUIDES



University of the Witwatersrand, Johannesburg

The Library

Scientific information literacy

ACRL
Information
literacy
competency
standards

Outcomes

- Identify and describe the need for information on a given topic
- Identify types of potential relevant information sources and resources
- Find needed information effectively and efficiently
- Evaluate retrieved information effectively
- Utilize information ethically and legally to accomplish a specific purpose
- Manage retrieved information effectively

Knowledge base themes

- Information literacy and formulation of an information need
- Information sources and resources
- Information retrieval
- Evaluating information and information sources
- Copyright, plagiarism and referencing techniques
- Information management

Host department:

Veterinary Tropical Diseases



Dr Melvyn Quan

Marguerite Nel

Presentation of the course

Presentation of the course

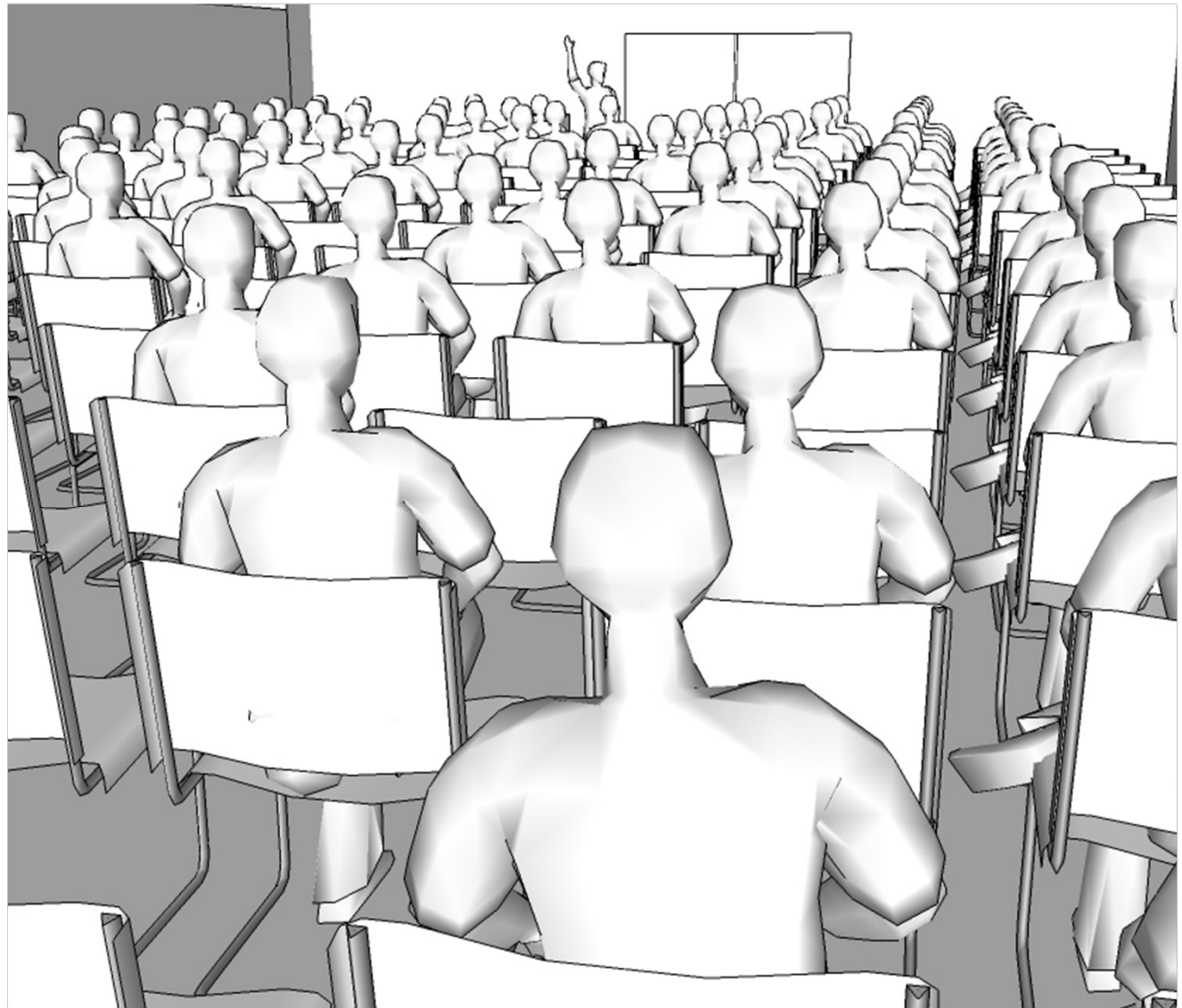
Date	Lecture theme
1 February 2012	Information literacy and formulation of an information need; Information sources and resources
8 February 2012	Information retrieval - Part 1: Catalogue, UPSpace, e-Books, e-Reference works and other information resources
15 February 2012	Information retrieval - Part 2: Databases: CAB, ISAP and Google Scholar
22 February 2012	Information retrieval - Part 3: Electronic journals and full text databases – ScienceDirect
29 February 2012	Information evaluation and Information ethics (Copyright, Plagiarism and Referencing techniques)
7 March 2012	Information Management (including RefWorks)

The Class

157 students

Different information literacy levels

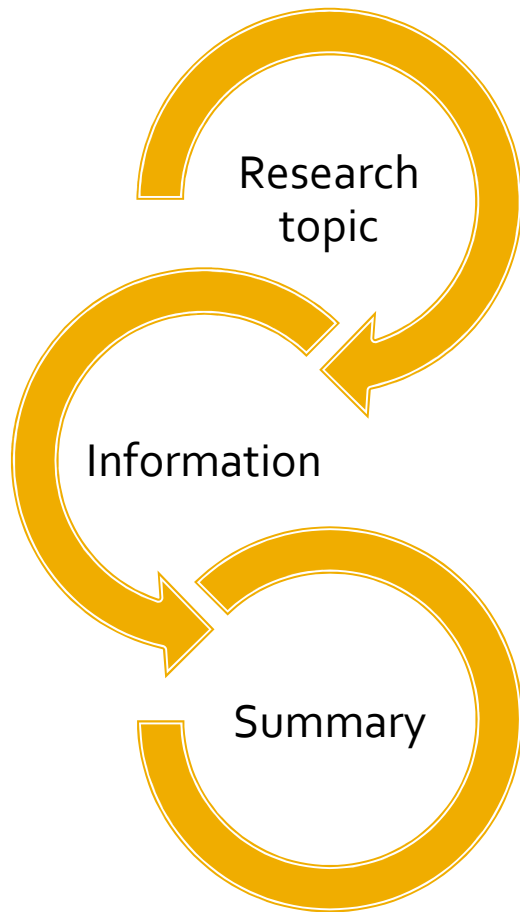
Formal one-way lectures, using Power Point slides



Assessment



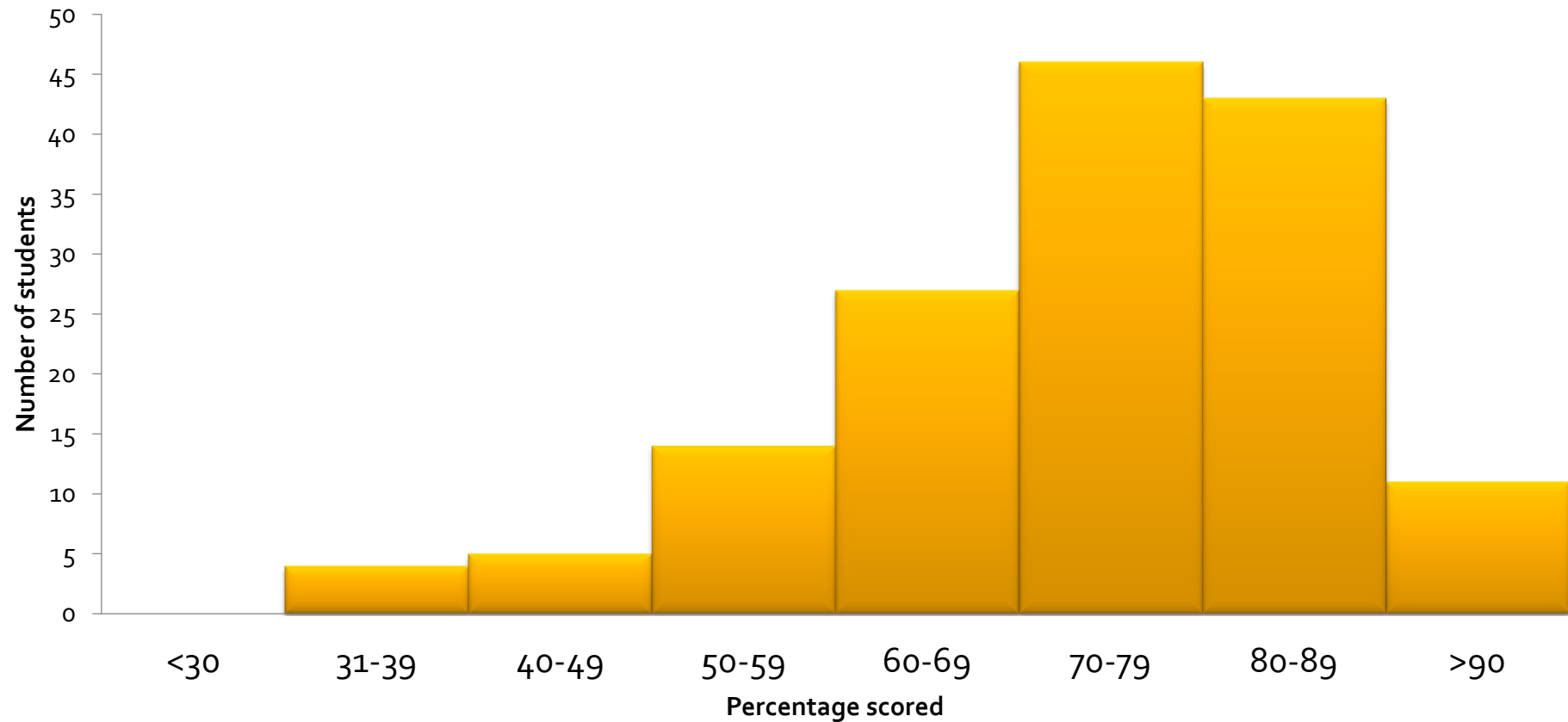
The assignment



- Identify and paraphrase a research topic or information need
- Identify key concepts and terms to describe the research topic or information need
- Combine the identified terms to form an effective search strategy
- Apply the knowledge of different types of information sources and resources specific to the field of veterinary science in order to find and evaluate relevant information effectively
- Compile a summary of the information found on the research topic in an ethical way by using an appropriate referencing style for in-text referencing
- Create a bibliography
- Locate the physical or electronic information sources retrieved during the search process
- Avoid plagiarism - Turnitin

Results of the assignment

Number of students according to performance level

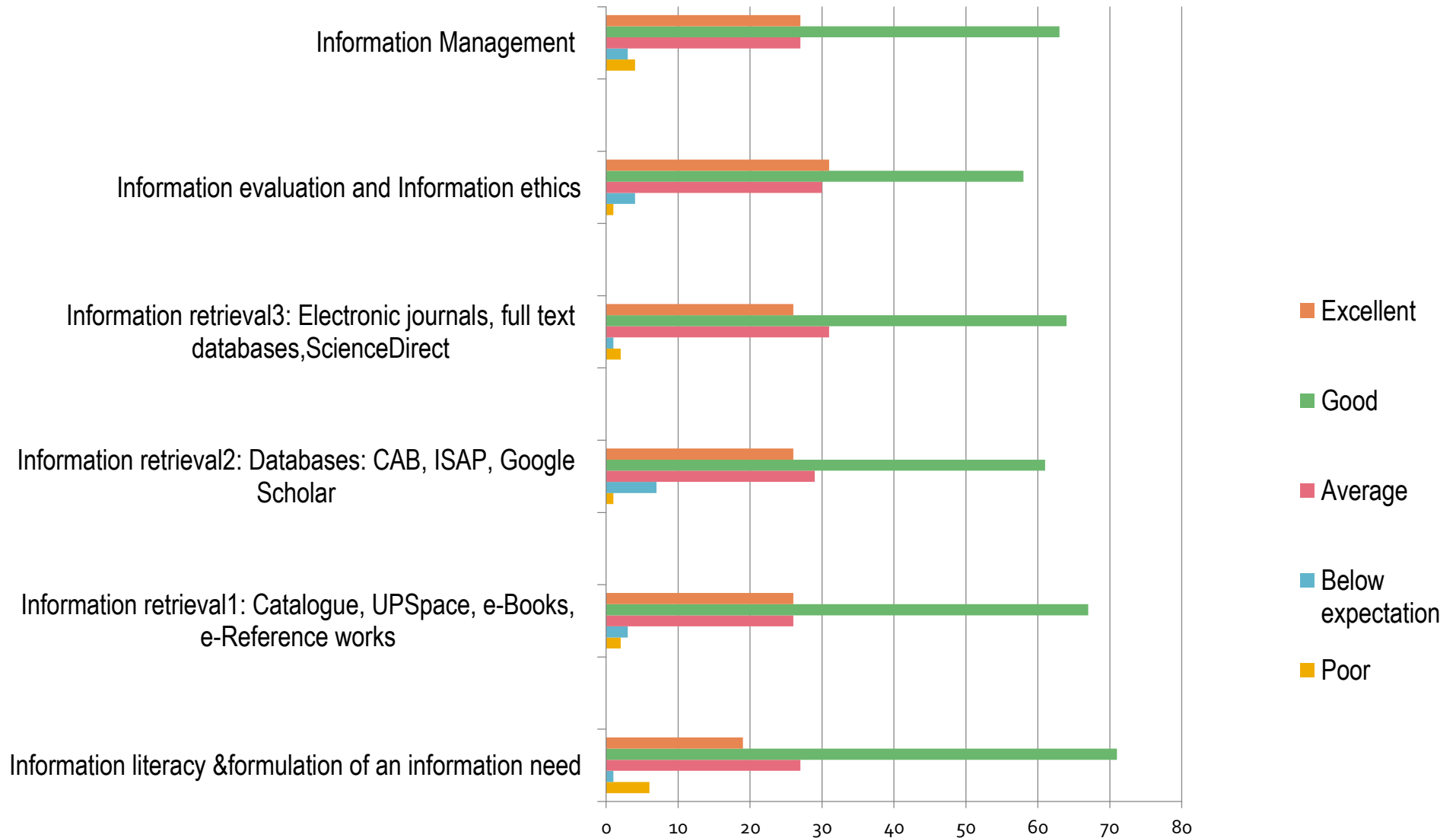


Class average: 73%

Evaluation of the course



Overall experience of each theme



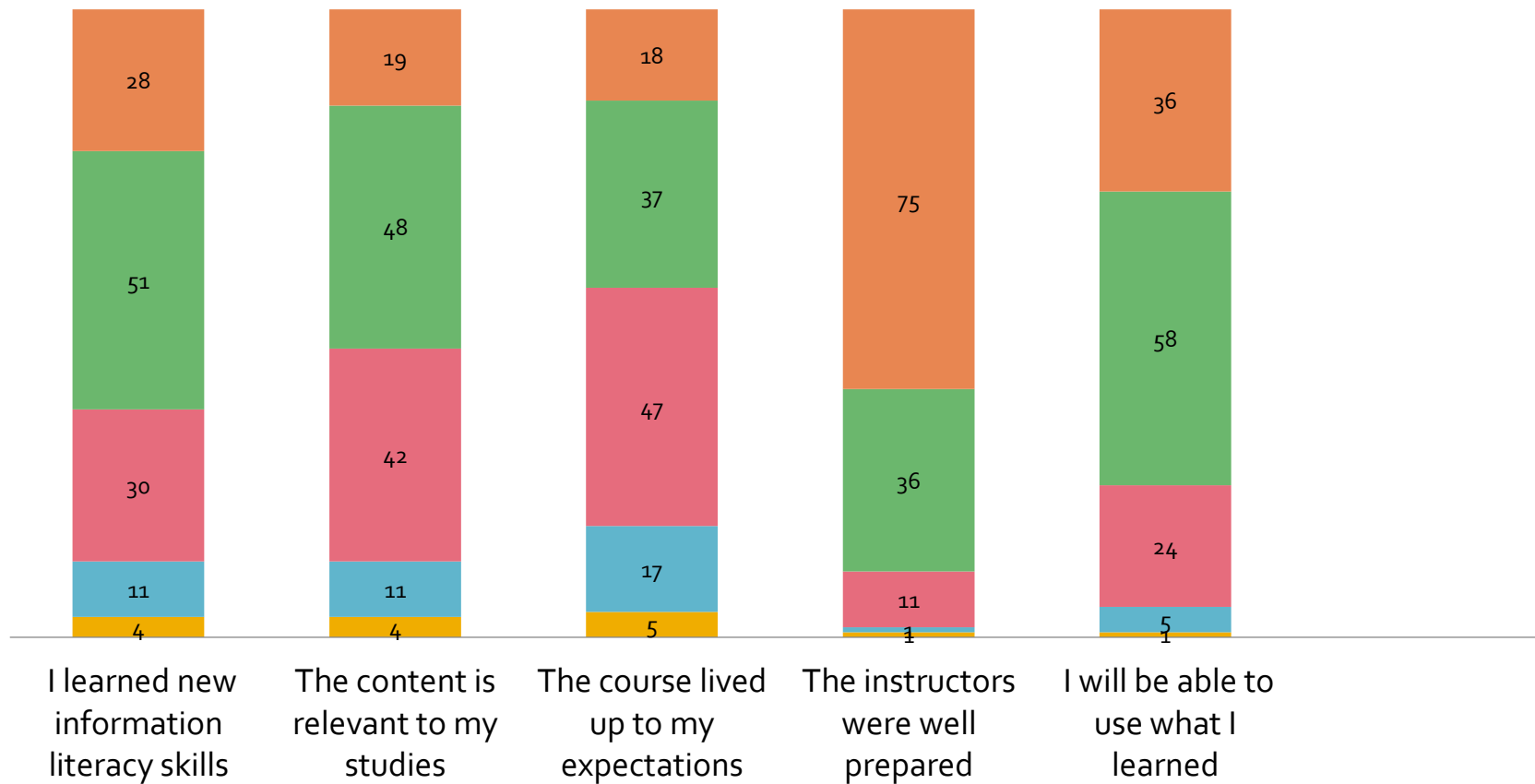
Evaluation of the course

Overall experience of the course



Relevance and experience

Strongly disagree Disagree Average Agree Strongly agree

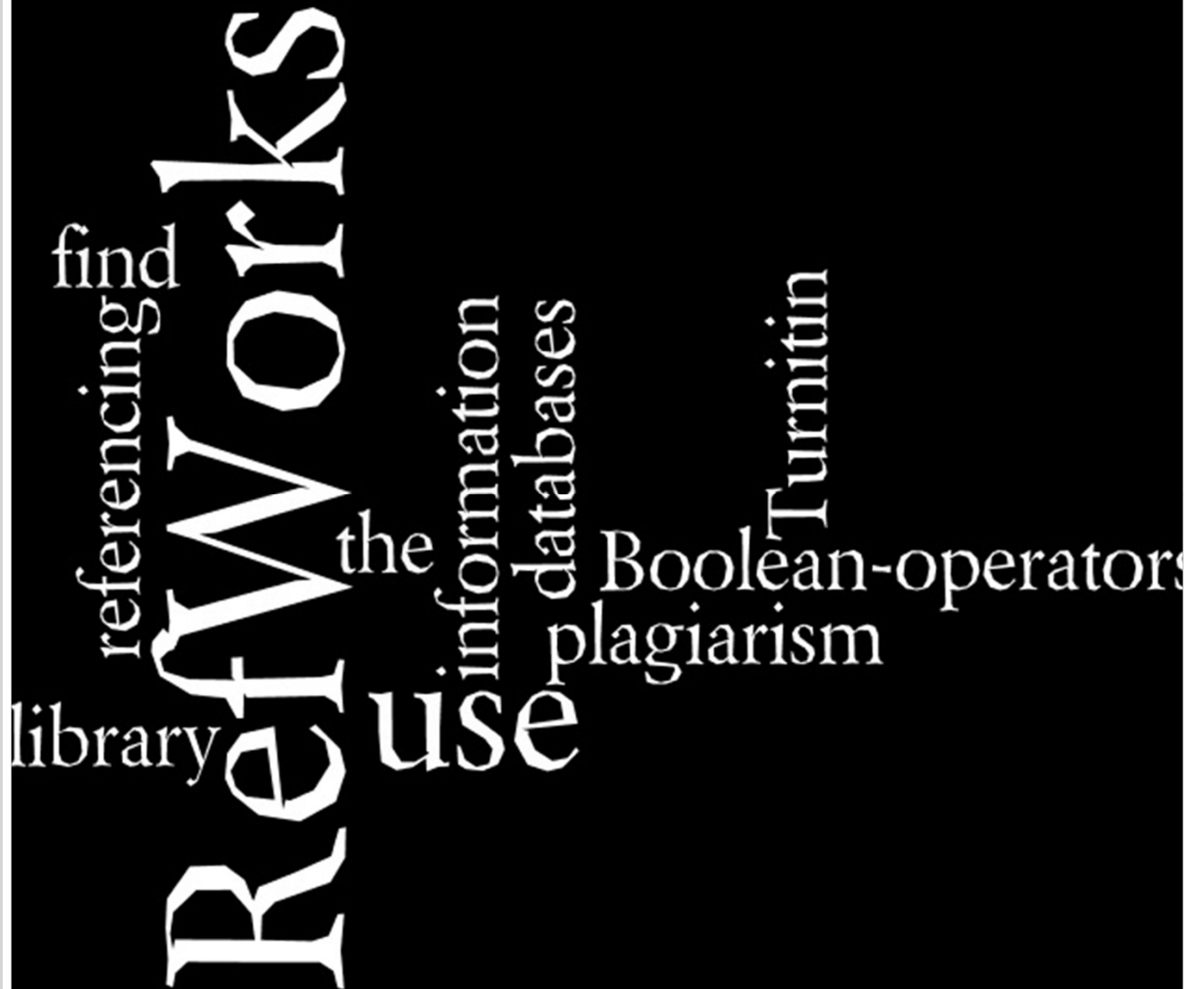


Open questions

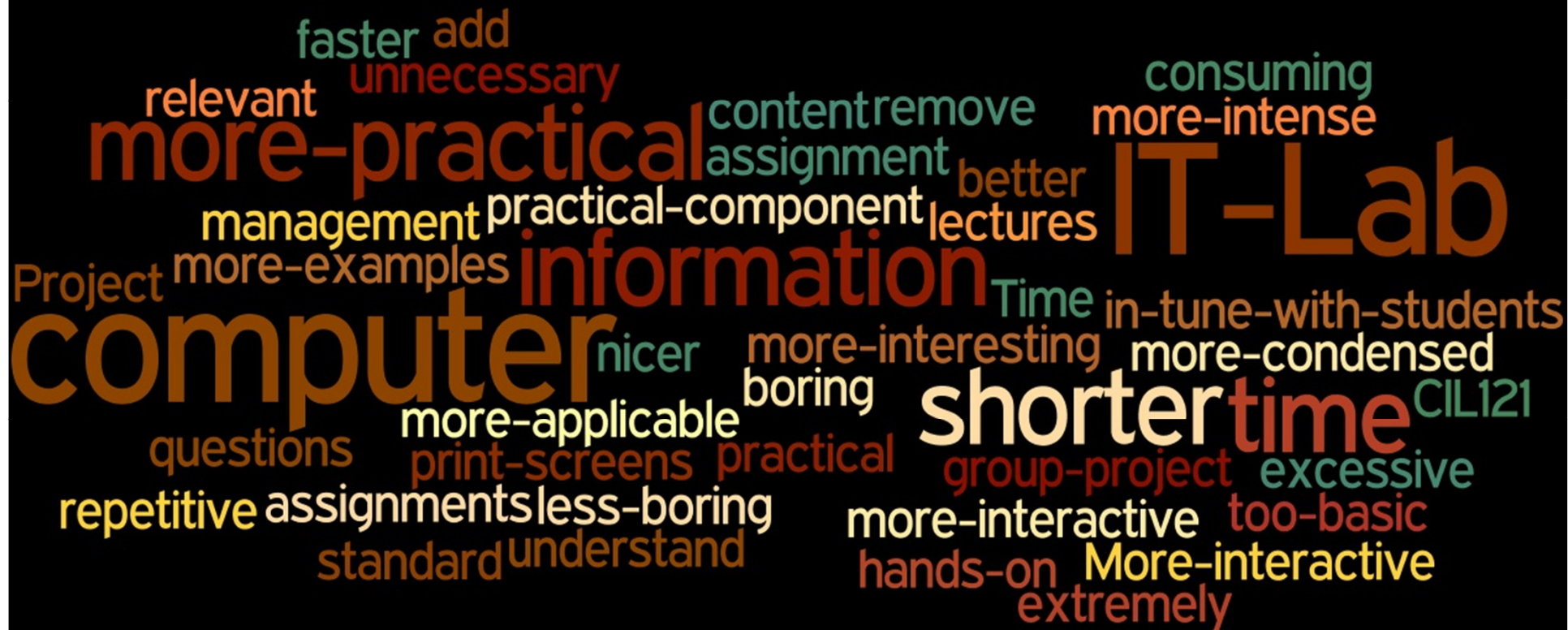
What was the one important thing you have learned?

What did you expect to learn, but did not learn?

What will you recommend to be added or removed in future courses?



Comments



Compliments

A word cloud of compliments. The words are arranged in various orientations and colors. The most prominent word is 'helpful' in a large, dark green font. Other large words include 'well-done' in yellow, 'well-structured' in orange, and 'well-prepared' in yellow. Smaller words include 'Perfect', 'extremely', 'relevant', 'GOOD', 'prepared', 'maintained', 'above-expectation', 'well-presented', 'Just-right', 'satisfied', and 'informative'.

well-structured
Perfect
extremely **helpful** relevant **GOOD**
well-done maintained prepared
above-expectation well-prepared
informative well-presented Just-right satisfied

Discussion and recommendations

More subject specific content

Build on previous information (CIL 121) – do not repeat it

Hands-on presentation in the Computer lab

Assignment integrated with the lectures

The potential of ClickUP



Conclusion

“The embedded librarian, who is truly integrated into the academic, administrative, athletic, cultural, research, teaching, and learning arenas of the university, provides quality and depth to the total campus experience. ... Recognition of the power of embedding, integrating, and collaborating leads to amazing innovations in the academy that would not exist without the influence and leadership of librarians” (Shumaker, 2012)

Thank you



References

- Shumaker, David. 2012. *Embedded Librarian : Innovative Strategies for Taking Knowledge Where It's Needed*. Medford, NJ, USA: Information Today, Inc., <http://site.ebrary.com/lib/pretoria/Doc?id=10576472&ppg=82>