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

Susan Marsh & Marguerite Nel
“In higher education, embedded librarians teach”

(Shumaker, 2012)
Overview

- Background and development
- Presentation
- Evaluation
- Recommendations
Development of the course

Susan Marsh
The first steps: background and development
The Veterinary Science degree

- **1920**
  - 5 year degree

- **Late 1970’s**
  - 5½ year degree

- **Late 1990’s**
  - 6 year degree

- **2003**
  - Split degree: 3 years BSc + 4 years BVSc

- **2011**
  - BVSc 6 year core-elective
The 6 year core – elective degree

1st year
• Natural sciences

2nd year
• Basic veterinary disciplines

3rd year
• Causes and effects of disease

4th year
• Veterinary diagnostics and therapeutics

5th year
Veterinary community interaction

6th year
First 8 months: Core clinics

Elective didactic

Last 4 months: Elective clinics
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
Day-one competencies

- Macro curriculum
- Modules
  - Meso curriculum
  - Micro curriculum
- Exit level outcomes
- Assessment criteria
- Knowledge base themes
- Learning objectives

Day-one competencies
Day-one competencies: General Professional skills and attributes
## Scientific information literacy training

<table>
<thead>
<tr>
<th>BVSc I</th>
<th>CIL 121 (Up to 2011)</th>
<th>AIM (Implemented in 2012)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Phase 1: Orientation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Phase 2: Basic knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and skills (AIM 101)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BVSc II</th>
<th>AIM Phase 3: Intermediate or Advanced Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Integration within modules</td>
</tr>
<tr>
<td></td>
<td>• Subject specific training</td>
</tr>
<tr>
<td></td>
<td>• Technology mediation, e.g. Turnitin</td>
</tr>
</tbody>
</table>
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

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

ACRL Information literacy competency standards
Host department:
Veterinary Tropical Diseases

Dr Melvyn Quan
Presentation of the course
<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 February 2012</td>
<td>Information literacy and formulation of an information need; Information sources and resources</td>
</tr>
<tr>
<td>8 February 2012</td>
<td>Information retrieval - Part 1: Catalogue, UPSpace, e-Books, e-Reference works and other information resources</td>
</tr>
<tr>
<td>15 February 2012</td>
<td>Information retrieval - Part 2: Databases: CAB, ISAP and Google Scholar</td>
</tr>
<tr>
<td>22 February 2012</td>
<td>Information retrieval - Part 3: Electronic journals and full text databases – ScienceDirect</td>
</tr>
<tr>
<td>29 February 2012</td>
<td>Information evaluation and Information ethics (Copyright, Plagiarism and Referencing techniques)</td>
</tr>
<tr>
<td>7 March 2012</td>
<td>Information Management (including RefWorks)</td>
</tr>
</tbody>
</table>
The Class

157 students

Different information literacy levels

Formal one-way lectures, using PowerPoint slides
Assessment

Practical exercises
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

- Outstanding
- Excellent
- Very Good
- Average
- Below Average
Overall experience of each theme

- Information Management
- Information evaluation and Information ethics
- Information retrieval1: Catalogue, UPSpace, e-Books, e-Reference works
- Information retrieval2: Databases: CAB, ISAP, Google Scholar
- Information retrieval3: Electronic journals, full text databases, ScienceDirect

Levels:
- Excellent
- Good
- Average
- Below expectation
- Poor
Evaluation of the course

Overall experience of the course

- Poor
- Below expectation
- Average
- Good
- Excellent
I learned new information literacy skills

- Strongly disagree: 4
- Disagree: 11
- Average: 30
- Agree: 51
- Strongly agree: 28

The content is relevant to my studies

- Strongly disagree: 4
- Disagree: 11
- Average: 42
- Agree: 48
- Strongly agree: 19

The course lived up to my expectations

- Strongly disagree: 5
- Disagree: 17
- Average: 47
- Agree: 37
- Strongly agree: 18

The instructors were well prepared

- Strongly disagree: 1
- Disagree: 11
- Average: 36
- Agree: 75
- Strongly agree: 36

I will be able to use what I learned

- Strongly disagree: 1
- Disagree: 24
- Average: 58
- Agree: 5
- Strongly agree: 36
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?
Compliments

helpful

well-structured

Perfect
extremely

above-expectation

well-done

well-presented

Just-right

informative

reliable

maintained

well-prepared

satisfied

GOOD

prepared

relevant
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