

TITLE:

Flipped to Participate: Incorporating New Strategies to Engage Student Information Literacy and Evidence-based Practice.

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ABSTRACT: *300 word limit (when applicable, please include: purpose & background, methods, results, conclusions/discussion)*

Introduction

In a current one-shot information literacy course early in the student's career, it is a struggle to engage and retain student interest on a didactic model. One-shots traditionally have limited effectiveness in long term retention. In a collaborative effort with the veterinary faculty, how student information literacy skills are being developed is reimagined. This presentation will share a few methods being developed to engage students into learning and retaining their knowledge of available information resources, how to access them, and critically evaluate them.

Methods

The library works with Academic Technology Services to create dynamic instructional objects with assessment tools to develop a flipped classroom model for this one-shot course and discuss some best practices. After viewing a series of brief instructional videos with built-in assessment tools, the idea is to be able to tailor a short lecture for students and then engage the students in the classroom with more interactive modules. Co-teaching with veterinary faculty to make a more active learning environment should improve retention and create scaffolding for incorporating deeper learning of information literacy in the future.

Discussion/Conclusion

In the context of Google and the age of the internet, the library can play an important role to work with faculty to identify and develop important information literacy skills that the student will need in school and beyond. Librarians have been collaborating with faculty in medical and nursing schools to meet important evidence-based and information literacy training needs required by accreditation standards, similar creative strategies to increase student critical thinking and life-long learning skills can be applied in veterinary schools. This can also be an opportunity to examine other strategies of scaffolding important information literacy skills into the veterinary curriculum with the library as partners.