



The Office of Health Sciences Education invites you to the 2017-2018 Faculty of Health Sciences Journal Club



8:00 – 9:00 a.m.
Wednesday October 11, 2017
Botterell Hall, Room 217 Conference Room

Objectives of the Health Sciences Education Journal Club:

- 1) To learn and practice critical appraisal skills with respect to health science education literature
- 2) To use evidence based literature to guide our educational practice
- 3) To keep up to date on current and relevant literature in health sciences education
- 4) To stimulate an educational discussion for those engaged in health sciences education
- 5) To provide an enriched social and learning environment for faculty engaged in health sciences education

Learning Outcome: At the end of this Journal Club, participants will be able to effectively integrate an evidence-based educational principle practice into their current and/or future educational endeavours

Topic: Information literacy and undergraduate medical education

Facilitator: Dr. Sidra Shafique, PhD Candidate, Department of Biomedical and Molecular Sciences, Queen's University

Readings:

Gross, M., & Latham, D. (2009). Undergraduate Perceptions of Information Literacy. *College and Research Libraries*, 70(4), 336-350

Eskola, E. L. (2005). Information Literacy of Medical Students Studying in the Problem-Based and Traditional Curriculum. *Information Research: An International Electronic Journal*, 10(2), n2.

Suggested Approach

Undergraduate medical education is largely problem-based with the sources of information such as libraries, journals, databases, experts, other students and web-based services. Information literacy is related to the skills of seeking the information, critically evaluating the source and building up a personal knowledge base. The extent of learning partly depends on students' information literacy skills. Literature advocates that competency theory plays an important role in students' perception of their own information literacy skills. Information literacy testing during the first year of undergraduate medical education may guide towards the formulation of improved and well-structured initiatives in order to develop better information literacy skills among medical students.

By the end of this session, participants will be able to critically address students' information literacy skills, take an initiative to assess the information literacy in their own respective disciplines, and be able to suggest the ways to improve information literacy via structured initiatives.

Guided Questions:

1. What is the general perception of information literacy among instructors at medical school?
2. How might students' information literacy skills be improved in undergraduate medical education?
3. Should we expect better teaching and learning in medical education if we are guided by evidence-based statistics of first year medical student perception of information literacy at Queen's University?

Upcoming Journal Club Dates:
December 14 * January 11 * February 9 * March 12 * April 10 * May 11

For more information, please visit our website at: