A Proposed Interdisciplinary Workflow to Identify Valuable Electronic Learning Resources

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Background
- A large amount of medical educational material is on the Web.
- E-resources are typically used for individual study.
- A streamlined filtering process is needed to identify and select the most useful e-resources for students and instructors, and moreover to enable innovative teaching applications for e-resources, beyond individual study.

Methods
- The Health Sciences Libraries and ENCORE propose a systematic, centralized process to incorporate web-based e-resources in medical school learning experiences.
- Develop a stepwise discovery and analysis procedure for e-resources, utilizing expertise of librarians, medical students and faculty.

Results
- “Hyperglycemia” was used for a pilot problem topic.
- Librarians identified over 30 useful web-based e-resources in this topic for review, focusing on multimedia content.
- Committee and M4 student reviewed these e-resources, identified the most useful ones, and developed innovative uses for integrating into teaching.
- Librarians will identify problems of access, copyright, and permission issues and find solutions.

Future Steps
- Refine and standardize the e-resource generation process.
- Implement best e-resources with innovative educational applications in learning experiences, and obtain student feedback.

The process is similar to a distillation: start with a large volume of content and reduce it to the most useful e-resources for medical education and for innovative integration into teaching.

1. Identified Clinical Content Experts queried for known existing e-resources relevant to teaching topics
2a. E-resources Committee (faculty) choose a topic and preferable features of e-resources
2b. Librarians search internet for relevant e-resources and assess features
3. E-resources Committee evaluates usefulness of e-resources retrieved by librarians
4. M4 and incoming M1 students:
   a. review and rate quality of e-resources
   b. identify those appropriate for introductory study, readiness testing
   c. suggest specific innovative uses for teaching
5. E-resource Committee makes a “menu” of e-resources, their ratings, features, and innovative teaching uses
6. Identified Clinical Content Expert selects e-resources from this menu, implements them in learning experiences
7. Student feedback after implementation