

Active Learning for a One-Shot

The instructor of a seminar course for graduate anatomy students has asked you to present a 50-minute introduction to literature searching. Her students need to learn to use appropriate health sciences databases in order to conduct a lit review for their future thesis or dissertation. The topics span a wide range of topics, from biomechanics to cell biology to teaching anatomy. There is no assignment built into the course as it's designed to ready students for the future research. However, the instructor is open to a homework assignment or other assessment that could be integrated into their class participation score. And by the way, the instructor would love it if you could also cover EndNote. How do you prepare for this session and include active learning in one or more forms?

Challenges

Opportunities

Desired results of the session

What is acceptable evidence that the outcomes have been met?

What learning techniques and activities might help your student think critically about searching the literature while also providing evidence that learning objectives have been met?

Given these factors, and using the sheet of active learning techniques provided, plan your session.

Possible Timing of Class (You may alter this!)

1:00 -3:00 Intro

3:01 – 13:00 Content

13:01 – 20:00 Activity

20:01 – 25:00 Discuss activity

25:01 – 40:00 More content

40:01 – 45:00 Activity

45:01-50:00 Debrief, questions, wrap up

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