Expanding Library iPad Instruction: Developing and Analyzing a Mobile Technology Curriculum for First Year Clinical Students

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1. Setting

2. Objective

3. Methods

4. Literature Review Summary

Curriculum Design Steps=1 Hour Class Session
1. Participated in Abilene Christian University’s Connected-Open House; April 5, 2012
2. Reviewed the ACU 2010-2011 Mobile-Learning Report
3. Collaborated with UNTHSC IT Department
4. Curriculum and Core Session Development
   - Analysis of Lewis Library mobile optimized resources for research and patient care
   - Mobile technology and training for library staff
   - Division of course materials, including instructions for downloading relevant apps, into two distinct course modules: Lewis Library Research Resources and Point-of-Care Tools
   - Surveys attempted to measure if there was an increase in familiarity with mobile technology and understanding of information literature concepts

   - Comprehension of search strategies
   - Awareness of library resources:
     - Increase in familiarity with Lewis library’s website
     - Difficulty accessing the wireless student network

   - Incorporation of information literacy, basics of database searching, and evaluating sources of information into course content

   - Course sessions included:
     - Tour of the Lewis Library website
     - Introduction of recommended mobile-optimized resources and the Mobile Health Research Guide
     - Instruction/usage instructions for point-of-care apps such as Dynamed and Micromedex

Summary of Survey Results

Statistically significant results: All students (n=15) stated they were not familiar with mobile apps. Participants that 
were more sophisticated in their use of technology would use a medical app and performing scholarly research on a mobile 
device prior to the class session.

Survey Instrument: Students perceived understanding significantly following the class with all students indicating they “agree” or “strongly agree” with a statement on the post assessment about their knowledge from attending the course.

80% of attendees had previous experience with mobile technology. Among those, most (79%) have or currently use another Apple product.

More than half of the attendees had questions about the library that they would use the iPad to look up, including hours and class offerings.

Summary of Student Comments

"I would like to know more about the regulation of medical apps. You mentioned how to evaluate them for quality, but can anyone develop a medical app?"

"You showed us several PubMed apps and how to use them. Is there one that is better than another?"

"Couldn’t log on to wireless network."

"Very informative class!!! Will there be more like it later in the program?"

Contact Information

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Limitations

- Small sample size: n=15 out of > 350 incoming clinical students
- Low overall student participation: Non-mandatory class offerings
- Timing: These optional classes were held on the last “free” Friday before the semester began
- Program infamy: No longitudinal data for comparison
- Limited evaluation: A more comprehensive analysis of student competency and skills improvement would be needed to further explore instructional impact
- Lack of blended instructional delivery (i.e. Blackboard LMS): Only held campus sessions

Suggestions for Practice: Due to time constraints and other variables, library instruction must continue to expand the curriculum that includes mobile technology as mobile device use by clinical and public health graduate students increases.

- Increase student attendance by considering it to be a prerequisite to receiving the device.
- Longitudinal Statistics: Comparisons of library website access from a mobile device before and after iPad implementation as well as further development of instruction sessions, curricular design, and instructional impact are areas to explore with future research.

References:
- The evolving role of research libraries will likely facilitate critical thinking and in order to facilitate this, libraries should embrace the technological tools of information retrieval. (Fischman, 2006)
- “Librarians have a role in educating not just about information resources but about tools to manage information.” (May, 2013)
- The emergence of that technology in an academic setting was apparent by the 2010-2011 year. That year, about half of the students at Student’s School of Medicine stopped using their university-issued iPad after the first few weeks of the semester. (Isham, 2013)

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