

# Readiness for Learning in a Paperless Environment: The Library's Role in Curricular Support

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## Overview

The Health Sciences Library is committed to enabling medical student success in today's electronic, connected learning and practice environment.

This poster details the Library's role in facilitation of student knowledge transfer from 2010-2012. Methods included a successful student panel session, as well as modifications to library orientations, collections, services, and facilities.

## Background

One of the many innovations of the NxGen Curriculum is the commitment to operate in a nearly-paperless environment. Learning activities rely heavily upon electronic materials such as books, handouts, course objectives, and self-paced instruction.

While some degree of comfort with electronic materials comes with students from their undergraduate experiences, the move to a nearly 100% electronic environment while simultaneously learning to navigate the medical school experience was a daunting requirement.

To prepare for success, the students needed reliable personal technology and support, as well as skill building in dealing with learning in an electronic environment to create digital versions of familiar, analog tools such as notebooks and study guides.

## Orientation

In 2010, the Library completed a transition from traditional facility tours to activities designed for successful anywhere, anytime access to Library and SOM electronic resources.

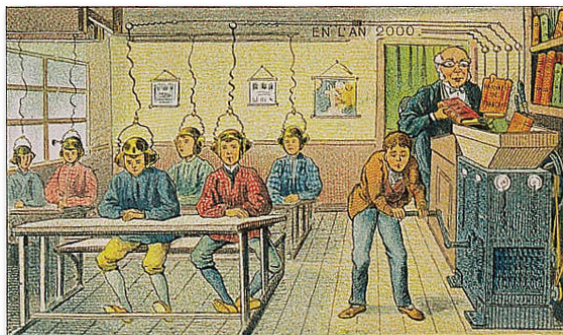
Students moved through a series of stations:

- Library service & facility overview
- ITS identity verification
- Laptop and mobile device configuration
- Clicker and software distribution
- Open house in the Library's Historical Collections area

Students were introduced to the skills necessary to discover and use appropriate library information resources within their first week during an applied, hands-on experience meant to model team-based learning and the curricular process as a whole.

Required viewing of faculty-developed videos provided further background and instruction on how to access required curricular tools, manage collaborative documents, and annotate PDFs.

## Learning in the Paperless Environment



1910 Prediction about Learning in the Year 2000

*Image from the French National Library*

## Student Panel

In August of 2011, second-year students presented a panel on successful study techniques and tools in the paperless learning environment to the incoming first-year class. The session was sponsored by the Dean's Office, the Library, and the Office of Medical Education, but was most importantly, by the students and for the students, from start to finish.

The Dean's Office:

- Saw the need for the session and made time in the schedule at the end of the first week of classes
- Invited the Library and Medical Education to coordinate
- Provided space in the auditorium and a pizza lunch
- Invited system leaders to attend

The Library and Medical Education:

- Recruited "seasoned" second-year student panelists who wished to share their experiences
- Co-facilitated a planning session with the students two weeks before the panel
- Co-moderated the panel
- Live-tracked the proceedings and tools discussed during the event via a Google doc and shared with all students after the session
- Reviewed and installed recommended tools on Library public computers

The Students:

- Organized the content and took charge—it was their session
- Advertised and invited fellow students
- Presented best practices in tools, approaches, and resources
- Student panelists suggested a variety of approaches that suited their individual learning styles, such as Google docs complete with images and quizzes, paper notebooks, flash cards, Microsoft OneNote, and powerful PDF annotation tools
- Asked and answered questions openly and thoughtfully, even though system leaders and other SOM faculty were present

## Library Services & Collections

Integration into the NxGen curriculum as a thread leader (Information Mastery thread) gave the Medical Education Librarian opportunities to partner with SOM faculty in identifying relevant, available online resources.

Resulting Library purchase recommendations & decisions focused on:

- A sizeable financial commitment (>\$30,000) to provide electronic resources with unlimited simultaneous access to support required reading assignments
- Comprehensive textbook tracking across the curriculum showing each instance of a required text across systems and electives
- Electronic board review resources for quiz question banks
- Collaboration with Medical Education to recommend best-of-breed electronic notebook and PDF annotation tools

## Library Facility

The Library's Technology in Education and Computing group made several low-cost, high-impact changes to facilities to better enable student access to electronic learning hardware and software when studying and learning in the Library. Many of these changes were made in response to suggestions from the student panel.

Innovations included:

- Device charging bar
- Public workstations with multiple monitors all around the Library
- Laptop-enabled large monitors
- Checkout of laptop video adapters for projectors and external monitors
- Installation of the recommended PDF and electronic notebook tools on Library public computers

## Conclusion

The Library partnered with students, faculty, and the SOM to enhance our library collections, facility, programs and services to support students to thrive, not just survive, in a paperless learning environment.

Students gave feedback (both first and second-year classes) that supported the student panel's inclusion in future orientation schedules.

We will continue to monitor additional approaches to support active team-based and individual student learning in the paperless NxGen curriculum.

Our medical students, both experienced and new, will continue to highlight their needs and offer innovative approaches – and we will listen!