



Evaluation of e-learning course, Information Literacy, for medical students

Evaluation of
e-learning course

55

Jirí Kratochvíl

Masaryk University Campus Library, Masaryk University, Brno, Czech Republic

Received 12 April 2011
Accepted 24 May 2011

Abstract

Purpose – The main purpose of this article is to describe and to evaluate the results of evaluation of the e-learning course, Information Literacy, which is taught by the librarians at the Faculty of Medicine, Masaryk University. In the article the results are discussed to inform about the librarians' experience with tutoring the course.

Design/methodology/approach – The survey covers the medical students who enrolled on the course between autumn 2008 and autumn 2010. The students were requested to fill the questionnaire designed in Google Documents and based on the quantitative method, including a five-point Likert scale combined with closed and open ended questions.

Findings – Results show the medical students are satisfied with the e-learning course, Information Literacy, because of time and space flexibility, studying at their own pace and online interactive tutorials. More than half the students found the gradual releasing of the study materials and the tasks as the main motivation for continuous learning. Most of the students were satisfied with the taught topics like methodology of searching in the databases Web of Science, Scopus and medical databases, using EndNoteWeb and citation style ISO 690. Most of the tasks like searching in the online databases, working with EndNoteWeb or finding the impact factor of a journal were evaluated as beneficial.

Practical implications – The results have suggested several important revisions to the e-learning course, Information Literacy. The librarians have decided to create the interactive tutorials explaining the importance of the topics according to the students' needs in the future and writing a scientific paper and remove the parts of tutorials describing the library terminology and catalogues. Besides this decision, two new tasks – verifying online access to the full text of journals and finding signs of plagiarism in a short text – have been added since spring 2011. Finally the librarians will prepare some printed material supporting the course and improve the publicity of their e-learning course among the teachers who can recommend the course to their students.

Originality/value – The article presents one of the first experiences with the e-learning course Information Literacy for medical students in the Czech Republic. The results and its discussion can help other librarians who are going to prepare a similar e-learning course in planning the conception of their course.

Keywords Academic libraries, Czech Republic, E-learning, Evaluation, Information literacy, Librarians, Medical students, Students, Libraries

Paper type Research paper

Introduction

For more than 30 years information literacy (IL) has been an essential part of education at universities (Pinto *et al.*, 2010). The American Library Association (ALA) defines the information literate person as someone who “Must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ACRL, 1989). Increasing IL is the main goal of almost 20 countries that have signed the Prague Declaration and Alexandria Proclamation which

