

Students as Investigators: Utilizing Active Learning to Engage Genetic Counseling Students

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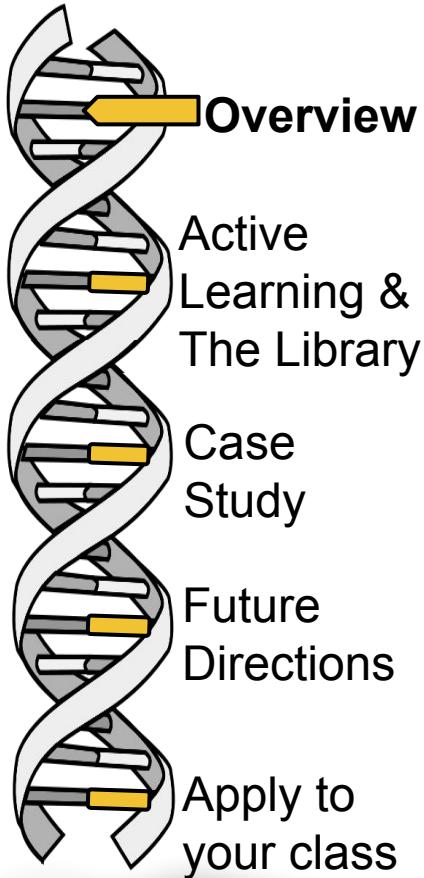
Transforming Libraries for Graduate Students

March 16-17, 2020



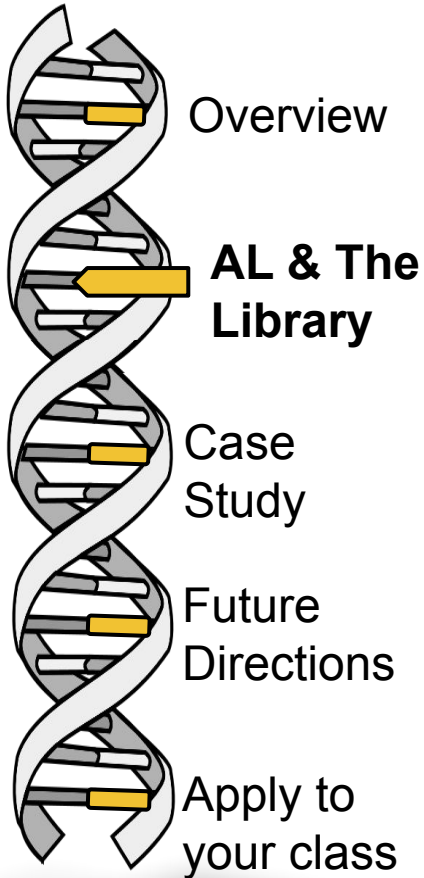
VCU Libraries

Overview



- Active learning & One-shot instruction
- Case Study: Genetic Counseling Students
- Future Directions
- Application: Small actions = big change

Active Learning (AL)



Historical Context in the Library

- Started exploring its use in the late 90s/early 2000s (Dabbour 1997, Keyser 2000, Lorenzen 2001)
- Detlor 2012: AL increased student perception of library resources AND librarian value

HGEN601: Research in Genetic Counseling



- Master's Students: 15-20 per year
- First year students
- This class is the foundational research class for their program.
- Previous years:
 - didactic 2 hour lecture
 - 2 librarians
 - Consumer health and research databases
 - **Overload of information and no time to practice**





Overview

AL & The
Library

**Case
Study**

Future
Directions

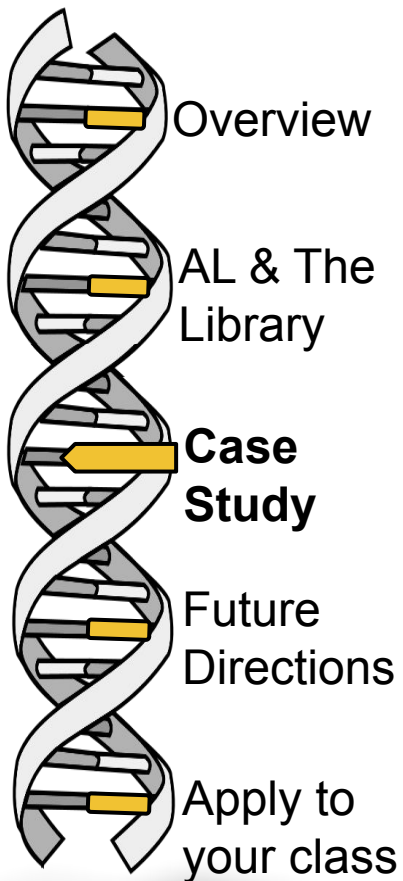
Apply to
your class

Incorporation of AL

- Consumer Health Database Group Investigation
- Research Database Think-Pair-Share

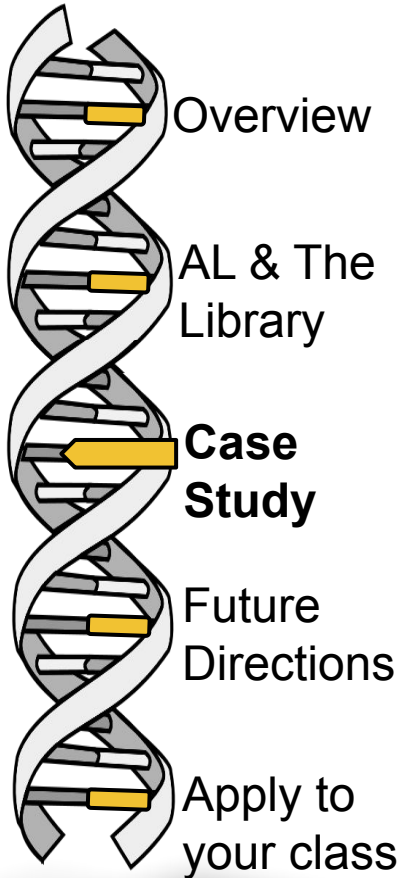


Consumer Health Database Group Investigation



- Begin with Consumer Health Research Guide
- Divide into groups (One for each database)
- Investigate “multiple sclerosis” in each database
- Talk as a group about certain characteristics of database
- Report out to entire class

Outcomes



- Increased classroom interaction
- Allowed students to test websites in real time
- Encouraged students to explore
- Limitations:
 - No tangible product to take home and reference
 - Takeaways differed from group to group (and occasionally missed important things)

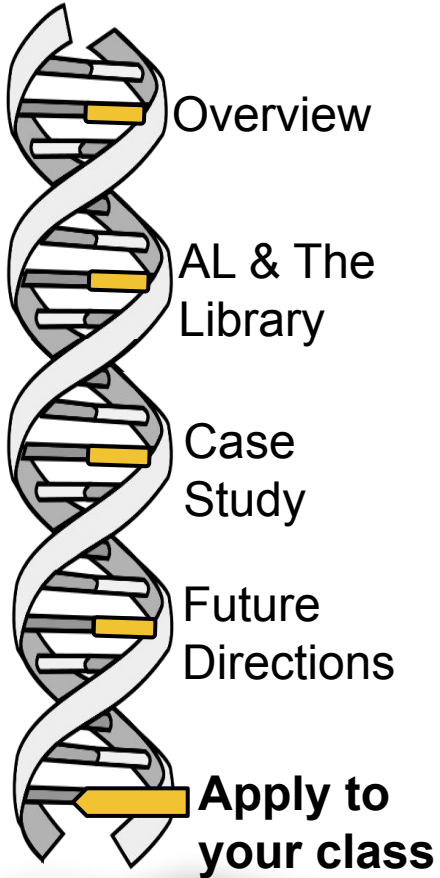
Next Semester: Jigsaw!



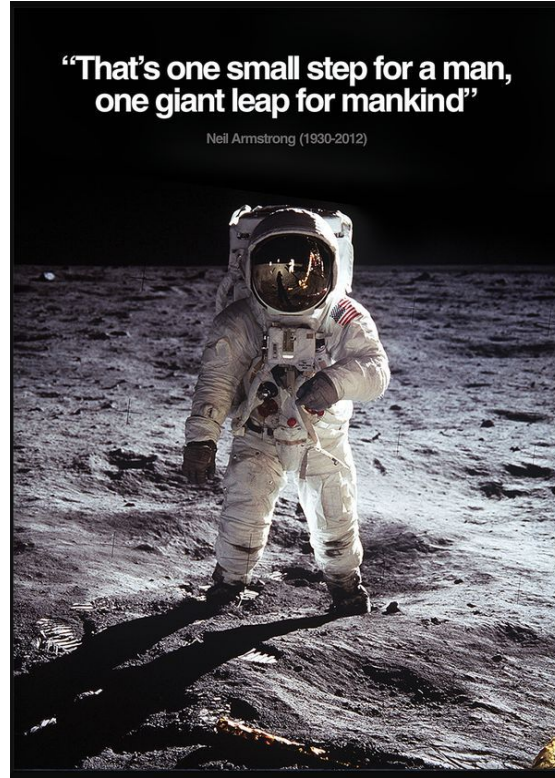
Activity (15 minutes)

- Form groups of 3-5 students
- Take one of the listed consumer health websites
- Assign Group Roles:
 - Difficulty, Breadth, Unique Features (notes)
- Search “multiple sclerosis” and browse results
- In a google doc (sheet of paper) write down:
 - Level of information (1 = middle school, 10= research scientist)
 - Breadth of resources/links for more information (1= none, 10= everything I could ever need)
 - Notes about your database

Application



Small actions =



Big change



Your efforts may not always work



Tweak

Try Again

Sometimes it is best to try something else

An ineffective active learning exercise can negatively impact student attitudes

Reassess

Questions?

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