Ideas for Teaching Models, Systematic Review Support

By Jenny Tayor

I was very interested in learning new ways that librarians can be embedded into courses, and assist faculty with teaching students about evidence based medicine. Several presentations at the 2016 Midwest Chapter meeting covered this material, especially *The Role of Librarians Within an Active Learning Curriculum* by librarians from the University of North Dakota and *Teaching Together: Merging Diverse Expertise into Collaborative Interdisciplinary Instruction* from Southwest Baptist University. Both of these presentations gave creative ways that librarians can contribute to classroom instruction, and had a lot of information about flipped instruction. As someone who feels tied to traditional instruction but attempts to integrate active learning into library instruction sessions, I am starting to think the flipped model may help provide students with useful background material before covering hands on searching in class. Several nursing faculty at Urbana are also interested in flipped instruction, and these presentations helped me frame the technique towards the instruction I am already doing.

Systematic review support is something that recently came up in Urbana, as a University of Illinois Urbana-Champaign librarian contacted me seeking additional support. UIUC has no formal support for systematic reviews, and researchers undertaking a systematic review frequently physically come to the Library of the Health Sciences Urbana to use EMBASE and other resources to which UIUC affiliates do not have access.

Several papers and posters by the University of Utah and other institutions discussed setting up a systematic review program, with librarians partaking a more active role (and co-authorship) than I expected. I am now thinking about further support for systematic reviews and how the Library of the Health Sciences Urbana can work together with UIUC libraries to grow support for everyone on the Urbana campus.

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