Integrating External Resources into Health Informatics and Computing Instruction: Emerging Roles for Librarians and Information Professionals

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Integrating External Resources into Informatics and Computing Instruction: Emerging Roles for Librarians and Information Professionals

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**Purpose:** The objective of the course was to promote critical thinking about various algorithmic approaches to working with bioscience data. The instructors from the library created an iteratively updated online subject guide containing summary-level information and online resources on the programming language R, data mining, and identification of bioscience datasets.

**Background:** In informatics courses, instructors often present materials in a didactic, module-by-module fashion and may not readily integrate outside materials to facilitate learning. This may be due to a lack of time or expertise in identifying appropriate external resources. Librarians are uniquely suited to address this gap.

**Setting/Participants:** A librarian (D.B.) and a digital curation fellow (M.B.) taught a graduate level course on computational methods in health informatics. Students were from basic science and informatics programs and had varying levels of computational experience.

**Conclusion:** Information professionals are uniquely suited to curating supplemental online resources in educational settings. Providing resources tailored to students’ diverse needs throughout semester long computational methods instruction is an emerging opportunity for information professionals who wish to take an active role in fostering literacy in computational environments.

**Next Steps:** In order to optimize the usefulness of the guide for future course sessions, the instructors will conduct a formal assessment of how students interact with and value the materials. The organic nature of the initial development did not cater to assessment.

**Role: Central Educator**
- Inform Curriculum Design
- Advise on Textbook Selection

**Role: Curator of Online Resources**
- Accommodate differing learning styles
- Iteratively update content to suite student needs

**Role: Promote Information and Data Literacy**
- Help students assess resources and ask questions
- Integrate basic data management instruction

**Different backgrounds/learning styles**

**Barriers impacting student success with computational tools**
- Unfamiliar jargon
- Difficulty articulating questions

**Lack of familiarity with programming concepts**

**Support from the Library**

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- Central Educator
- Curator of Online Resources
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