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

Daina R. Bouquin  
*Weill Cornell Medical College of Cornell University*

Michael E. Bales  
*Weill Cornell Medical College of Cornell University*

Follow this and additional works at: [https://escholarship.umassmed.edu/escience_symposium](https://escholarship.umassmed.edu/escience_symposium)

Part of the Bioinformatics Commons, Educational Methods Commons, and the Information Literacy Commons

This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 License](https://creativecommons.org/licenses/by-nc-sa/3.0/).

Repository Citation


Creative Commons License

This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 License](https://creativecommons.org/licenses/by-nc-sa/3.0/). This material is brought to you by eScholarship@UMMS. It has been accepted for inclusion in University of Massachusetts and New England Area Librarian e-Science Symposium by an authorized administrator of eScholarship@UMMS. For more information, please contact Lisa.Palmer@umassmed.edu.
Integrating External Resources into Informatics and Computing Instruction: Emerging Roles for Librarians and Information Professionals

Daina Bouquin, Data & Metadata Services Librarian
Michael Bales, Digital Curation Fellow
Weill Cornell Medical College of Cornell University, New York, NY

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.