Creating and Teaching an Annotated Bibliography Class to Medical Students

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Creating and Teaching an Annotated Bibliography to Medical Students

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Background
- New curriculum for 2019/2020 includes a medical scholarship component
- Scholarship course supporting this requirement encompasses all 4 years of medical school, culminating in a Capstone project
- Goals include exposing students to scientific inquiry, developing scientific literacy, cultivating basic competency in written and oral scientific communication
- Librarians asked to lead student sessions on formulating research questions, selecting and searching appropriate databases, using EndNote, and creating an annotated bibliography

Description
- Students divided into teams and assigned to
  - find 20 relevant, reputable sources of information relevant to a preselected research question
  - create annotated bibliography to be graded
- Librarian
  - developed 45-minute lecture and PowerPoint presentation on how to write and format an annotated bibliography
  - prepared by searching library literature and the Internet for information related to teaching and writing annotated bibliographies
  - compiled information to explain what constitutes a good annotated bibliography, its purpose in scholarly literature, using a publication style and good citation practices
  - identified several published annotated bibliographies on healthcare topics
  - select annotations used as examples of good annotations and to illustrate the difference between an abstract and an annotation

Why do an annotated bibliography?
- Provides an overview
- Aids in conducting research and research projects
- Promotes reading more critically and carefully
- Helps develops research skills
- Gain experience in locating, analyzing and evaluating sources
- See previous research on your topic
- Prevents repeating what has already been done

Using good citation practices
- Shows have done proper research
- Demonstrates responsible scholarship by giving credit for others’ work
- Avoids plagiarism
- Allows others to locate sources

Good annotations answer questions
- What is the main subject and scope?
- Who is the intended audience?
- What are the work’s goals and conclusions?
- Is the research methodology sound or flawed?
- What are the background and authority of the author(s)?
- When was it published - is it still current or out-of-date?
- How does the work compare and contrast with other works?
- What is its relevance to your topic or research question?
- Is there anything distinctive or new about the work?

Conclusions
- Formal evaluations from medical students and class assessment not yet available
- Positive feedback from faculty who oversee the medical scholarship course
- Student questions after the class made it apparent that students needed more assistance than anticipated in using publication styles and good citing practices
- Future instruction will either strengthen these sections of the annotated bibliography class or create a separate session
- Librarian involvement in medical scholarship will continue to include teaching this subject