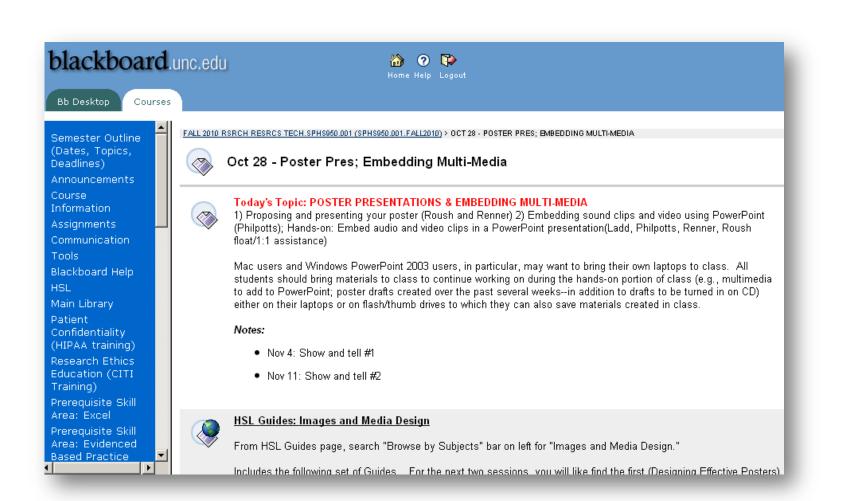
An Eye-Opening Role: Helping Students Develop Professional Skills through Digital Media Projects Barbara Rochen Renner, PhD¹, Lisa Philpotts, RN, BSN^{1,2} & Robert Ladd, MA¹

An Opportunity

- As digital media tools become widely available to students, library professionals can take a leadership role in helping students use these tools to learn more actively and to become scholars and leaders in their fields.
- This role addresses the need for instruction on media literacy¹ and information transfer.

Program Plan

- The Pitch: Course integrated digital media design and presentation skills classes & support services offered by Health Sciences Library (HSL) staff.
- **Objective:** Help students learn to use digital media tools to create posters, websites, audio, video, blogs to develop media literacy and professional communication skills.
- **Participants:** Graduate/Professional students in Occupational Science, Physical Therapy, Rehabilitation Counseling & Psychology, & Speech and Hearing Science programs.



Course lesson plans were developed with faculty input

References

1) Thoman, E., & Jolls, T. (2004). Media literacy - A national priority for a changing world. American Behavioral Scientist, 48(1), 18-29.

Acknowledgements

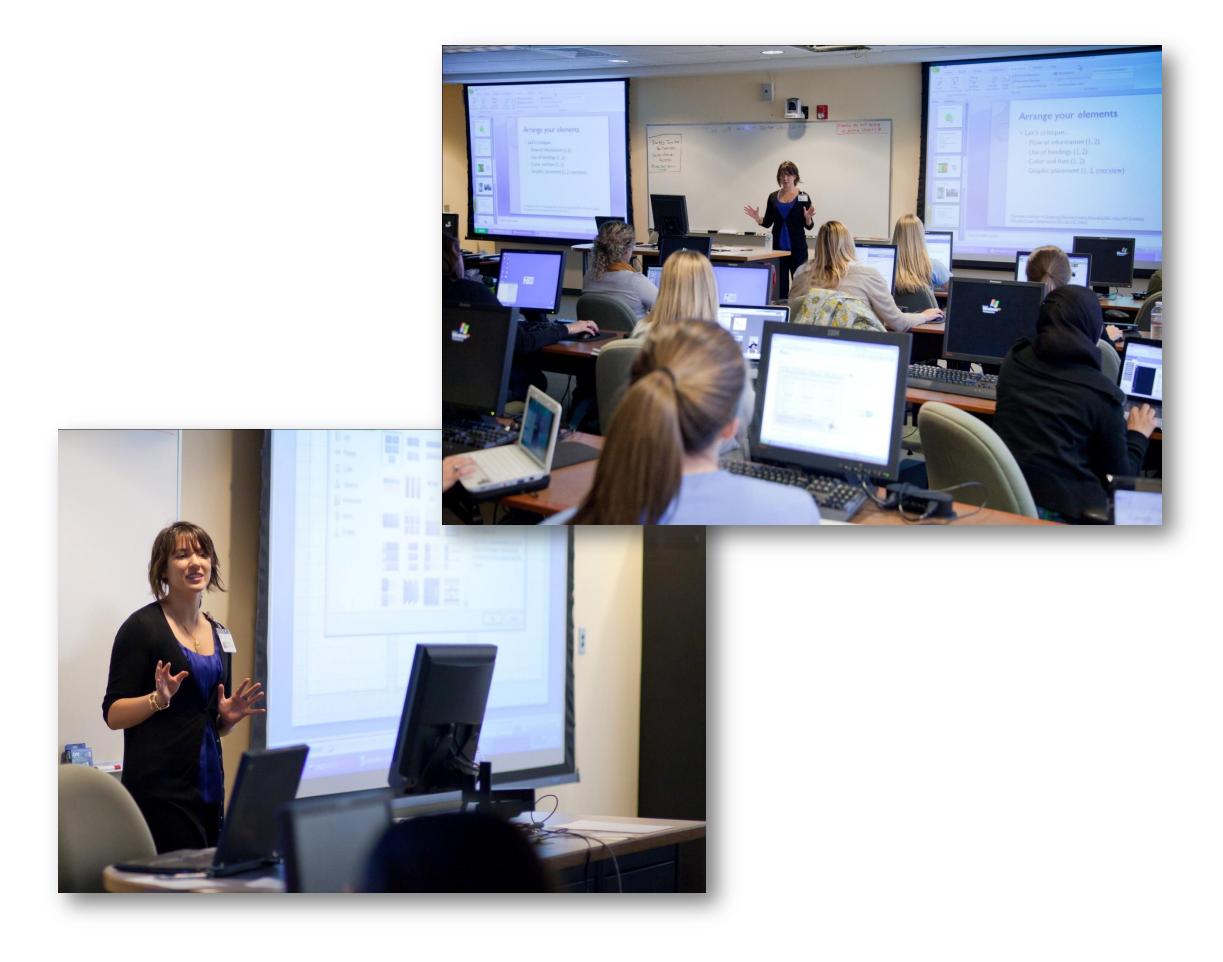
Special thanks to our UNC Chapel Hill Department of Allied Health Sciences (School of Medicine) Faculty & Student partners.

¹UNC Health Sciences Library & ²School of Information and Library Science, UNC Chapel Hill

Program Steps

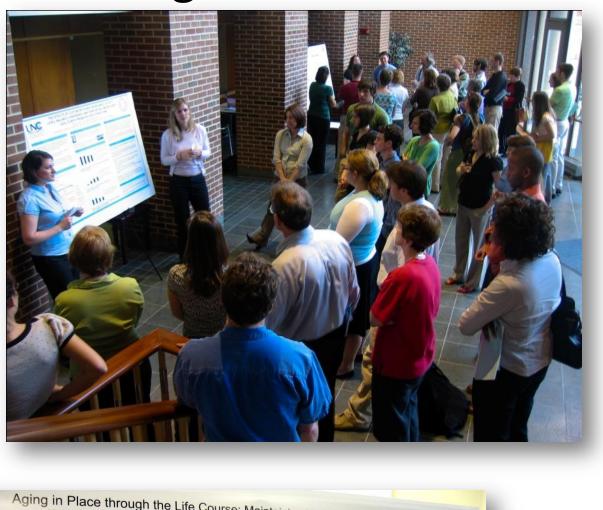
Library instruction sessions

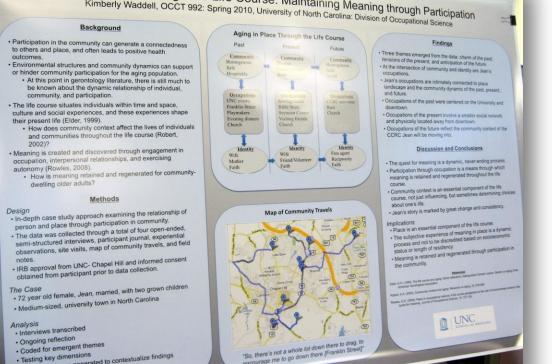
Lecture, discussion, in-class hands on practice.



- Students present digital media projects that:
 Document clinical, service, research experiences for reflection and sharing.
 - Showcase work to colleagues, professionals, parents at Student Research Days and become formal presentations to colleagues at conferences.













Students continue work outside of class, using online materials created by library staff and...

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Library staff offer follow up one-on-one, small group, & e-mail consultations.

Finally, students are encouraged to make use of HSL expertise & resources for future projects.

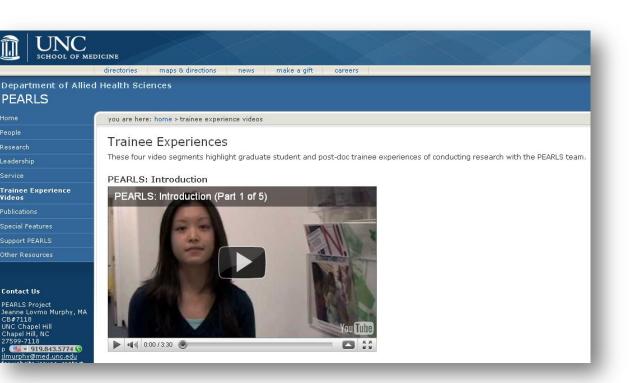
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Feedback gathered from students & faculty is incorporated into future teaching.

• At student request, HSL-provided **resources popular** with students are integrated into HSL Guides, where they are accessible to all HSL website visitors.

Outcomes

- Following library instruction and presentations at a division, "Student Research Day," other divisions requested similar classes.
- HSL focus shifted from consults on basic poster production skills to follow-up review, project planning, software selection, extension to multimedia & Web 2.0. • Department Chair/Associate Dean urged adoption of model to give all students real experience prior to
- graduation. • At request of faculty, instruction extended to medical students.





Conclusions



- Digital media projects give students the confidence to embrace and use multimedia tools & skills throughout their training, and to look for novel ways to employ them.
- Library staff and resources play an integral role in the success of the digital media design and presentation skills classes.
- Success encouraged faculty to work with HSL liaison to integrate library instruction throughout their curricula. • Library staff will continue to offer digital media design and presentation skills classes and support.

