Research on Improving Medical Students’ Information Literacy and Teaching Reform of Medical Literature Retrieval Course

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Abstract: At present, most medical students have low efficiency in information search and poor ability in information discrimination. Therefore, in order to make medical students more in line with the current national standards for medical personnel training, major universities should focus on improving the efficiency and results of the reform of medical students’ information literacy and medical literature retrieval courses. This paper analyzes and discusses the information literacy of medical students and the course of medical literature retrieval, aiming at strengthening the implementation of measures to improve the information literacy ability of medical students and cultivate high-quality talents.

Keywords: Medical students; Information literacy; Literature retrieval course; Teaching reform

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1. Research on Medical Students’ Information Literacy

(1) Importance of Improving Medical Students’ Information Literacy

In the current era, the social requirements and standards for high-quality talents are growing and improving. At the same time, the knowledge and fields involved in the process of talent training are also expanding. Information literacy requires a person to be able to obtain information alone, and to accurately judge and efficiently use the collected information, thus improving the efficiency of his work and study in medicine. For medical students, information literacy mainly includes information awareness, information ability and information morality. Information consciousness

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refers to the phenomenon that can have sensitive understanding and perception of the importance of certain information, and can accurately feel, understand and comment on its content from the perspective of information. This phenomenon can occur in various parts of nature and society. Information ability is a person’s ability to search, analyze, utilize and create the required information. Information morality is the general name of social and humanistic moral norms that people should follow in the activities of information acquisition, utilization, collection and analysis.

Information literacy is very important in the process of medical students engaging in medical services. These three aspects assist, strengthen and consolidate each other. When medical students work and study, they should obtain and evaluate the causes of patients from multiple angles and information sources, and analyze the drugs and means that can be used to treat and prevent diseases, and make scientific thinking and decision. In ancient times, the concept of rescuing patients was “look, listen, question and feel the pulse”. These are all different means for doctors to obtain information. From this, we can see that to understand, identify and clarify the accuracy of information is the most critical technology that medical students need to master. On this basis, medical students need to cultivate the awareness and ability to explore, organize and use information after a lot of practice, condense it into a habit and make it an instinct. At the same time, a variety of emerging science and technology to assist the process of information technology collection and management, so as to improve the efficiency and quality of medical students to understand and master the medical information source. Of course, all the above processes need to follow the basic principles of rationality and legality, pay attention to the protection and respect of patients’ privacy, do not disseminate or sell bad information, and abide by doctors’ basic professional ethics.

(2) Opinions and Suggestions on Improving Medical Students’ Information Literacy

At present, it is mainly the relevant educational colleges and universities that undertake the responsibility of improving the information literacy of medical students.

First of all, we should optimize the course of medical students’ information literacy, Establishing and perfecting the curriculum system structure, To enable teachers to give full play to their guiding and teaching roles in the curriculum, Conform to the reform of teaching objectives, teaching concepts and teaching technologies in the new era, and continuously updating the knowledge structure according to the requirements and standards of medical students’ information literacy in the current medical field, students’ information acquisition, analysis, expression and communication abilities are gradually enhanced from shallow to deep. In the teaching process, teachers can integrate all kinds of medical related resources, use campus
network, hospital network, combined with multimedia teaching information auxiliary technology, as well as the accumulated information acquisition experience of teachers with practical medical experience in the process of actual treatment and treatment, to guide students to carry out information literacy exercise activities, thus improving teachers’ teaching efficiency and students’ learning results.

Secondly, we can improve the evaluation standard of information literacy in the teaching process to improve the students and teachers’ attention to the cultivation of information literacy ability and the standardization of education. The relevant institutions of higher learning and education departments should attach importance to improving medical students’ information literacy in the educational ideas and measures, and leaders at all levels should also attach great importance to the actual implementation process and organize teaching activities, so as to develop medical students’ information literacy in a systematic and unified way. Encourage students to improve their information literacy ability through continuous practice, and require them to carry out self-assessment, so as to carry out targeted learning activities according to their own practical level, and make up for their own deficiencies to meet the learning needs. Practicing to improve the ability of information literacy, so that students can become high-quality, comprehensive and excellent medical talents.

2. Research on Teaching Reform of Medical Literature Retrieval Course by Medical Students

(1) Problems Existing in Medical Students’ Medical Literature Retrieval Course

First of all, many schools that train medical students do not pay enough attention to the medical literature retrieval course, which is mainly manifested in less class hours, low assessment standards and lagging teaching content. Many teachers and students feel that professional knowledge teaching and clinic training are not synchronized in curriculum arrangement in the actual teaching and learning process, that is, they cannot complement each other. Many colleges and universities only set the medical literature retrieval course as an elective course, but students do not pay enough attention to the teaching of non-compulsory courses, which makes it not very helpful to improve the students’ literature retrieval ability, and cannot really get the training of information skills, which has a negative impact on improving students’ information literacy.

In addition, the combination of the rapidly developing information technology and the teaching field is getting closer and closer, but the teaching methods of many medical literature retrieval courses are still limited to outdated methods. As we all know, the most important thing of medical literature retrieval course is to
improve medical students’ ability of information retrieval, analysis and acquisition by combining new scientific and technological means. The contradiction between social requirements for medical students and backward teaching means makes the teaching quality of this course unsatisfactory. Many teachers are still limited to the “teaching method” and “blackboard writing method” when teaching medical literature retrieval courses. Students only passively absorb the content, and teachers also do not attach importance to the teaching interaction with students, and the practical training practice of literature retrieval, which makes it difficult for the trained medical student talents to adapt to the development of high-tech information technology in the medical field in the subsequent work.

Finally, if the literature retrieval course is only regarded as an independent elective course, it is not conducive to the cultivation and exercise of literature retrieval ability of students of different majors. Therefore, teachers should attach importance to the combination of medical literature retrieval courses and medical professional courses, and encourage students to find answers or solutions independently through the Internet, libraries, literature inquiry and other ways after class by asking questions and assigning tasks when assigning professional-related assignments. If not, the classroom content will be boring and single, and the homework will be lack of practicality, which will greatly reduce the students’ interest in medical literature retrieval course, and the lack of this skill will be difficult to meet the professional information needs.

(2) Teaching Reform of Medical Literature Retrieval Course

In view of the problems existing in the teaching process of medical literature retrieval course, colleges and universities should carry out innovation and improvement one by one in order to achieve the teaching purpose of effectively training and training medical students’ information literacy ability.

First of all, teachers and students should change their views on the medical literature retrieval course. It is necessary to clarify the importance of the course in the training plan of medical students and regard it as the main course to improve the information literacy of medical students. The learning content of medical literature retrieval course can continuously cultivate medical students’ ability to obtain and analyze information, and encourage students to use Internet resources and other literature information to obtain the required professional information as quickly and accurately as possible. Colleges and universities should clearly define the educational goal in the teaching system as to improve the information literacy education of medical students, and imperceptibly improve students’ attention to information literacy ability in the teaching process of various specialties.
Second, we should make full use of various information technology means to realize the “flipped classroom” of the combination of online teaching and offline teaching. Relying on teaching materials and taking practical operation tasks as the leading factor, students are encouraged to use Internet information to realize document retrieval, and various problems found in this process are actively discussed with teachers in face-to-face class, thus improving students’ ability to retrieve documents. Before class, some simple and basic retrieval techniques are arranged as preview tasks. After class, students’ learning effect is evaluated by various online test questions. Only by strengthening the practical operation of literature retrieval course, can students feel the value of literature retrieval more deeply, and cultivate medical students’ interest in learning literature retrieval technology.

3. Summary

To sum up, information literacy is the basic quality of medical students in the new era, and the important course to improve students’ information literacy ability is medical literature retrieval course. Therefore, colleges and universities should focus on improving the teaching system of medical literature retrieval courses to promote teaching efficiency, so as to realize the cultivation of medical students’ lifelong learning ability, so that they can benefit from this in their future work and study.

Works Cited