Author's response to reviews

Title: Why not just Google it? An assessment of information literacy skills in a biomedical science curriculum.

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Author's response to reviews: see over
Enclosed, please find our manuscript entitled, *Why not just Google it? An assessment of information literacy skills in a biomedical science curriculum*. This manuscript has been revised based upon the final set of comments by the editorial team and reviewers. We believe that this manuscript is an innovative, important research study of particular interest to the readership of *BMC Medical Education*. Detailed below is a response to the three specific comments and suggestions indicated:

**Comment 1**
The first sentence in the abstract (lines 54 and 55) has been repeated again under the background (line 66). We concur and have changed this as follows:

**Abstract**

**Background:** Few issues in higher education are as fundamental as the ability to search for, evaluate, and synthesize information.

**Revised:**

**Background**

Although many critical issues face both faculty and students in higher education, few of these issues are as critical to academic success as the interconnected skills and capabilities required to search for and retrieve, as well as evaluate and synthesize various types of information, a process more commonly known as information literacy [1,2].

**Comment 2**
The abstract, conclusion part (lines 54 to 62) is too long. Needs to be shortened and focused. We concur and have changed this accordingly:

**Previous:**

**Conclusion:** This study confirmed that information literacy among this student population was lacking. More importantly, many students lacking this proficiency preferred to use Google. These results suggest that integration of teaching and learning modules within a health sciences curriculum to develop information literacy skills can help students to filter and establish the quality of
online information, a critical component in the training of new health care professionals. Furthermore, incorporation of these modules early in the curriculum may be of significant value to other dental, medical, health care, and professional schools with similar goals of incorporating the evidence base into teaching and learning activities.

Revised:

**Conclusion:** This study confirmed that information literacy among this student population was lacking and that integration of modules within the curriculum can help students to filter and establish the quality of online information, a critical component in the training of new health care professionals. Furthermore, incorporation of these modules early in the curriculum may be of significant value to other dental, medical, health care, and professional schools with similar goals of incorporating the evidence base into teaching and learning activities.

**Comment 3**
Under methods, the name of the dental school should be added (line 119). We concur and have made the appropriate revision as follows:

Revised:

**Methods**

*Participants*

The study design consisted of a clustered convenience sample within a dental school setting, which took place over two consecutive years. More specifically, dental students from two consecutive cohorts (C1, n = 84, C2, n = 76) enrolled in a first-year dental course at the University of Nevada, Las Vegas – School of Dental Medicine were given an assignment designed to evaluate information literacy skills (ILS).

In summary, comments provided by the Editorial Team and reviewers were incorporated into this manuscript. We would like to thank the editors and reviewers for their thoughtful consideration of this manuscript and strongly believe that this manuscript, as a result of their input and suggestions, is considerably strengthened and is of great scientific interest to the readers of *BMC Medical Education*. We thank the editors of this journal for their patience and consideration during the process of our revisions.

Respectfully submitted,

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