Developing asynchronous modules for literature searching, critical appraisal and citation for veterinary students in Case-based Learning. Using e-learning software, iSpring, and comparisons to last year's similar model using Adobe Captivate.

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Purpose: While students are introduced to information literacy and critical appraisal earlier in the year, we wanted to address these important strategies at the point of need, in these case-based learning modules. We created a short ~1 hour asynchronous library module in two platforms: Adobe Captivate (2022) and iSpring (2023). The hypothesis, will students find better references with a short ~1hour asynchronous module before their case-based learning begins?

Methods: We will compare relative success from student bibliometrics assessment (resource/study type, currency, citation accuracy) from baseline without modules (2020 and 2021) and with module introduction (2022) as well as transitional differences between different e-learning softwares: Adobe Captivate (2021) and iSpring (2022).

Results: Students always showed improvement from feedback in all years. Earlier CBL references were much higher quality, higher quantity and better cited with library module intervention. Critical Appraisal was still not fully adopted by students. Many headaches and complications occurred in implementation of module with Adobe Captivate. Utilization of iSpring in 2023 was much smoother in construction and performance.

Conclusions: Asynchronous modules require a great deal of "up front" work prior to class, content creators aren't just responsible for content but also have to invest and be somewhat comfortable with technology adoption. The first run of any asynchronous module usually requires a number of iterations and usage of technologies before the time investment pays off.

Discussion: When is using e-learning software worthwhile compared to using more traditional or simpler methods of video recording and assessment (like using Playposit and LMS systems)?