



FALL 2021
FEDERAL DEPOSITORY LIBRARY
CONFERENCE

OCTOBER 18-20 • VIRTUAL • #FDLConference



Listening to our Youth and Sharing Federal Information: Connecting Students with Government Information

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Overview

- Introduction to Connecting with Students
- Middle School & High School Students
- Undergraduate Students
- Graduate Students
- Wrap-Up
- Questions and/or Discussion



Why do we connect with students?

- FDLP Mission
 - “provide free, ready, and permanent public access to Federal Government information, now and for future generations.”
- Current and Future participants in the Democratic Process
- Primary group of patrons at academic institutions
 - 72% of FDLs are a type of academic library
- Connects students with part of their (and our) country’s historical record
- We learn from them
- They influence their friends, family, and are eager to make change happen



Middle School & High School Students

Outcomes when working with Middle & High School include:

1. Make certain you, the school librarian, and the faculty are all on the same page before you enter the classroom. It doesn't hurt to also have buy in from the department chair and the principal.
2. Have your lesson plan pre-approved
3. Include assessments and make certain you have established who will be responsible for giving and evaluating the assessments

Lesson Planning

1. Work with School Librarian on the theme of the lesson (Constitution Day, Banned Books/Censorship, Earth Day, etc.)
2. Ensure that the school library web site links to various government kids sites you are discussing including *Ben's Guide*
3. Teach the Teacher(s) - make certain they are familiar and comfortable with the material you will be presenting to their students.

Have fun! It is essential the kids know that you **love** what you do; and keep it under a half an hour.



Teaching the teacher(s)

Key points:

- Ensure everyone is using the same vocabulary, terms, and definitions
- Determine if there are to be activities and if so, how many?
- Work with school librarian to determine which databases and reference tools to use for each activity and/or assignment
- Pre-determine who is managing any assessments, polls, and handling the technology during your visit
- Go through the entire presentation with the instructor before your presentation (especially important if you have not worked with this person or school before)



The politics of news - may be scaled for grades 6-12

Introduction (2 minutes)

- Remind class how to follow-up with any questions
- Discuss personal media choices (Facebook, Instagram, LinkedIn, Pinterest, Reddit, Snapchat, Tumblr, Twitter, YouTube, Weibo, WhatsApp, etc.) – 5 minutes

Online Media Resources (5-10 minutes)

- [AllSides](#)
- [Media Bias/Fact Check](#)
- [Reporters Without Borders](#)

Search for news articles (5-10 minutes)

- Demonstrate searching News Databases (2-3 minutes)
- Have the students look for themselves (2-3 minutes)

Questions & Answers (3-5 minutes)



Undergraduate Students - How do we interact?

- Primary interactions in classroom setting, mediated by instructor/professor
 - Align learning outcomes
- Different levels of engagement
 - “One-shot”/Research Day vs. Multiple Visits
 - Survey Class vs. Depth Class
- Multidisciplinary
 - History
 - Sociology
 - Applied Sciences
 - [Discipline] & Law
- Introduction to government information types & provide overview of branches of government (or government agencies)



Undergraduate Lesson Plan

Researching the evolution of a law, policy, or court case

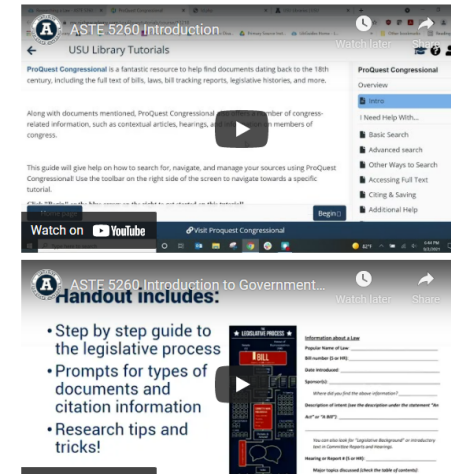
- Prepare for asynchronous learning
- Diverse background of experience with research and with government information
 - Multiple types of government information (legislation, regulation, case law)
- Scaffold learning
 - Videos, research guide, legislative process graphic
 - Handout to help students organize their findings, guide them through different types of government information (download available)

ASTE 5260: Environmental Impacts of Agricultural Systems: Researching a Law [ASTE|5260]

[Researching a Law](#) [Government Information](#) [Additional Resources](#) [FAQ](#) [Class Evaluation](#)

Introduction & Orientation

Before you get started with your research, watch these short orientation videos from each of your librarians.



Government Information Librarian



Jen Kirk

[Meet with Me](#)

Contact:

Merril-Cazier Library, Lower Level,
Room 012
jen.kirk@usu.edu
(435) 797-8033

Subjects:

Government Information

ASTE Librarian

libguides.usu.edu/aste5260



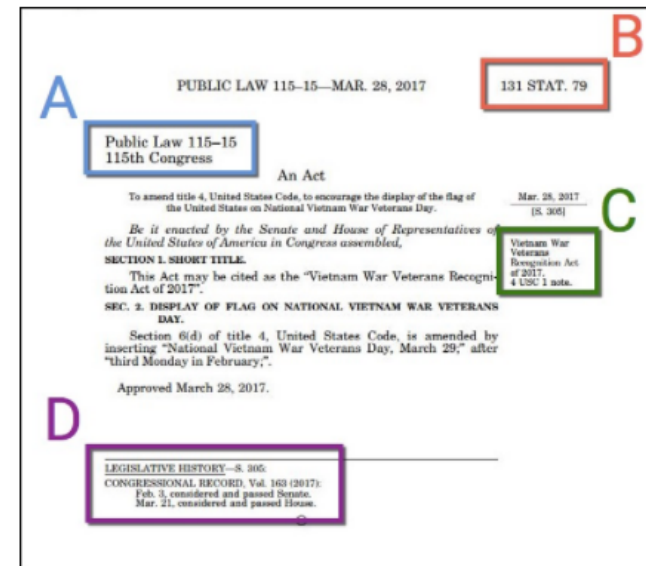
Featured Collection Materials for Undergraduates

- *Statutes at Large*
- *Federal Register*
- *Congressional Record*
(available via govinfo.gov)
- Census Data

Each of these benefit from additional explanation to help orient students to these document types.

How to Read a Bill or Law

This screenshot of a public law contains a lot of citations that will be useful in finding out about the drafting and implementation of this law. There are different parts of the page that act as citations for where to find more information. See the "Finding Cited Information" box at right for details.



<https://libguides.usu.edu/findgovinfo/citations>



Graduate Students

- Usually single discipline rather than multi/interdisciplinary
- More developed research and writing skills
 - However, may be new to working with primary source materials
 - May lack experience working with government information
- Levels of Engagement
 - “One-shots”
 - In-depth/topically scoped classes
 - Reference and research consultations, recurring
- Most interactions will not be mediated by an instructor and will not be in a classroom setting



Tips for Graduate Students

- Begin with general information about government and federal information
 - Do NOT assume graduate students have knowledge, experience, or understanding of federal information or federal government makeup
- Start broad and simple and progress to specific topics
 - Basic federal government makeup is helpful, remember YOU are the expert
 - Use images and physical items
 - Ben's Guide
 - "One shots" and classes will tend to be on the longer end 45 min- 1 hour
 - Reference and research assistance will tend to be complex, long, and may require multiple sessions
- Data is important
 - Census and social science (labor, justice, economic, etc.)
 - Don't forget hard science data



Featured Collection Materials for Graduate Students

- *U.S. Congressional Serial Set* (Law students)
- *Code of Federal Regulations* (Law students)
- *Congressional Record* (general graduate studies)
- usa.gov (general graduate studies)
- Census Data <https://www.census.gov/data.html> *
- Hard Science Data
 - USGS Science Data Catalog <https://data.usgs.gov/datacatalog/>
 - NASA Data <https://data.nasa.gov/>
- Agency (and other government entity) webpages



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Questions and/or Discussion

We would love to hear from you in chat!