Government Information and the Framework for Information Literacy

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Where are we going?

1. Government information in library instruction

2. ACRL Framework for Information Literacy

3. A closer look at two frames

4. Proposed learning outcomes for two scenarios

Where aren't we going?

This is not an overview of instructional practice or theory.

This is not a deep exploration of the ACRL Framework.

This is not a programmatic approach to integrating government information into library instruction.

This is not a discussion of library assessment.

This is not prescriptive!

Government Information

If this sounds familiar...

Government information librarians have presented and published on library instruction for decades.

Teaching users is a frequent theme in FDLP webinars and conferences.

The development of the Framework has sparked conversation throughout the library instruction community.

Why do I teach government information?

Promote civic engagement & participation by empowering individuals to access government information.

Improve understanding of the complexity & diversity of governments.

Inform and contextualize skepticism about systems of power.

The Framework

What is it, really?

The Framework describes itself as "a cluster of interconnected core concepts, with flexible options for implementation."

It is a guiding document that describes a family of approaches to understanding and teaching information literacy.

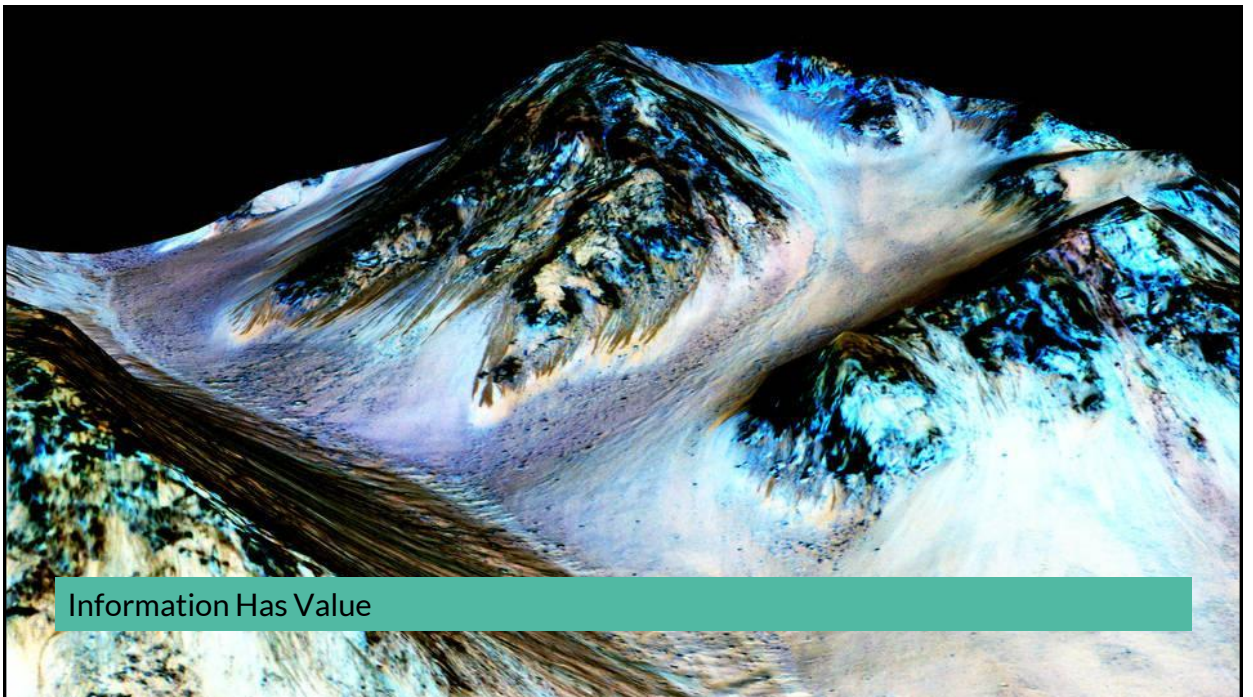## Jargon time!

"Threshold concepts"
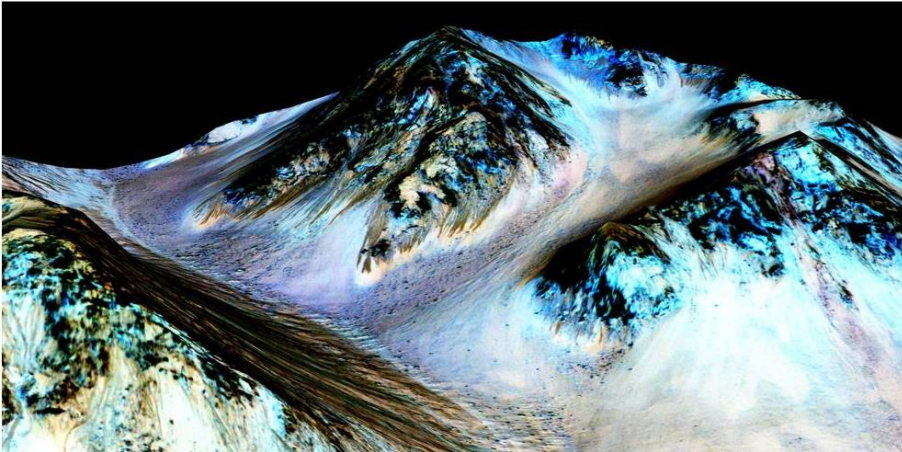
"Knowledge practices"

"Dispositions"

"Learning outcomes"

Let's peek through two frames.

Information Has Value

NASA Confirms Evidence That Liquid Water Flows on Today's Mars

Information Has Value

be related to their formation, but instead are from the presence of the mineral pyroxene. The image is produced by draping an orthorectified (Infrared-Red-Blue/Green(IRB)) false color image (ESP_030570_1440) on a Digital Terrain Model (DTM) of the same site produced by High Resolution Imaging Science Experiment (University of Arizona). Vertical exaggeration is 1.5.
Credits: NASA/JPL/University of Arizona
Full image and caption

Information Has Value

Cast members from the film "The Martian" met with real NASA scientists, engineers and astronauts Thursday to discuss NASA's Journey to Mars with students during a Digital Learning Network at NASA's Kennedy Space Center in Florida, launch site of America's missions to send astronauts to the Red Planet in the 2030s. Actors Chiwetel Ejiofor and Mackenzie Davis took the stage during panel discussions with middle and high school students in the room and from across the nation via the Web. The students heard from NASA's Jim Green about the changes that took place on Mars that make it the surface we see today while other engineers and scientists detailed steps already underway to develop technologies

Credit: NASA/Kim Shiflett

Information Has Value

Kennedy's launch pads and other facilities.

Credit: NASA/Kim Shiflett

The Real Martians

The Real Martians | Overview | Images | Videos | Media Resources

Related Topics

Journey to Mars

Mars

Solar System and Beyond

Technology

All Topics A-Z

NASA and "The Martian"

The film "The Martian" takes the work NASA and others have done exploring Mars and extends it into fiction set in the 2030s, when NASA astronauts are regularly traveling to Mars and living on the surface. NASA has collaborated on this film with 20th Century Fox Entertainment, providing guidance on production design and technical consultants, including Jim Green, director of planetary science, and Dave Lavery,
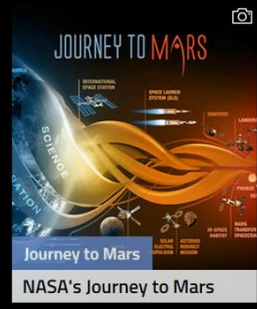
and guidance to actress Jessica Chastain as she prepared for her role in the film. Across NASA, dozens of

JOURNEY TO MARS

Journey to Mars

NASA's Journey to Mars

Technology

Nine Real NASA Technologies i Martian'

Information Has Value

RECALLS SPOTLIGHT

Takata Air Bag Recalls

safercar.gov

Safer drivers. Safer cars. Safer roads.

Consumer Information on Takata National Air Bag Recalls

Takata's expansion of their previous recalls has increased the number of vehicles affected to approximately 19 million. On June 17, 2015, NHTSA verified that Vehicle Identification Numbers for vehicles made by the 12 automakers involved were available, and that owners could now search on NHTSA's and manufacturers' VIN look-up tools to determine if their vehicles are affected. On September 16, 2015, NHTSA released an updated list of all makes and models affected by the 44 Takata recalls to-date. NHTSA is coordinating with Takata and automakers to uphold its commitment to ensure that motorists receive information as soon as it is available. NHTSA will continue to provide real-time updates for all news and information related with this recall.

As this recall progresses, NHTSA will organize and prioritize the replacement of the defective air bag inflators to ensure that defective inflators are replaced with safe ones as quickly as possible, addressing the highest risks first.

Authority Is Constructed and Contextual

Consent Order

SEPT 16

NHTSA Updates List of All Makes and Models Affected by Takata Air Bag Recalls

NHTSA has updated the list of vehicles (by model year, make and model)

NOVEMBER 20, 2014

Takata Airbag Defects

Report Vid

The Senate Commerce, Science, and Transportation Committee held a hearing on airbag defects of the Japanese supplier Takata, and the recall... **read more ⌄**

LIVE
7:46 am PT

Authority Is Constructed and Contextual

TAKATA AIRBAG DEFECTS
Senate Commerce, Science &
C-SPAN3

Authority Is Constructed and Contextual

There's lots more to explore.

Learning Outcomes

Finding a captive audience...

INT 1: Introduction to Library Research – 1 credit class coordinated within UCSB Library & taught by librarians

WRIT 105PD: Writing for Public Discourse – part of the UCSB Writing Program

Introduction to Library Research

Students will be able to:

interpret description in mainstream media sources in order to locate government information resources;

identify the direct/intended audience(s) for a government information resource in order to articulate the perspectives it endorses.

Writing for Public Discourse

Students will be able to:

identify relevant government information resources in order to select initial search strategies;

articulate possible sources of bias inherent in a specific resource in order to determine how best to represent bias in any resultant work.

Conclusion

On multitasking

Find your own personal instructional mission that you can meet in your institutional context.

Know what your students need to learn to complete their assignments.

Enthusiasm and expertise go hand in hand.

Thank you!

Related literature

Braunstein, Stephanie, and Mitchell J. Fontenot. 2010. "Along a Continuum: Moving in Theory and Practice through the Collaborative to the Transformative in Teaching College and University Students to Use Government Documents in Research." *Collaborative Librarianship* 2 (3): 147–53.

Downie, Judith A. 2004. "The Current Information Literacy Instruction Environment for Government Documents, Part I." *DttP* 32 (2): 36–39.

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Hogenboom, Karen. 2005. "Going Beyond .gov: Using Government Information to Teach Evaluation of Sources." *Portal: Libraries & the Academy* 5 (4): 455–66.

Rogers, Emily. 2013. "Teaching Government Information in Information Literacy Credit Classes." *Georgia Library Quarterly* 50 (1): 13–22.

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Sheehy, Helen M, and Debora Cheney. 1997. "Government Information and Library Instruction: A Means to an End." *Journal of Government Information* 24 (4): 313–30.

Featured documents

"NASA Confirms Evidence That Liquid Water Flows on Today's Mars." http://www.nasa.gov/press-release/nasa-confirms-evidence-that-liquid-water-flows-on-today-s-mars.

"'The Martian' Cast Visits Kennedy." https://blogs.nasa.gov/kennedy/2015/10/01/the-martian-cast-visits-kennedy/.

"The Real Martians." http://www.nasa.gov/realmartians.

"Recalls Spotlight: Takata Air Bag Recalls." http://www.safercar.gov/rs/takata/index.html

"Takata Airbag Defects." http://www.c-span.org/video/?322852-1/hearing-takata-airbag-defects

"Examining Takata Airbag Defects and the Vehicle Recall Process." http://www.gpo.gov/fdsys/pkg/CHRG-113shrg95291/pdf/CHRG-113shrg95291.pdf