

making it real



helping students learn real world
government information searching skills

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goal:

My problem can be
solved with
government
information!



But are we setting them up for success?

CAP115: Research for Advertising & PR

REQUIRED

INTRODUCTORY

INFORMATION
LITERACY

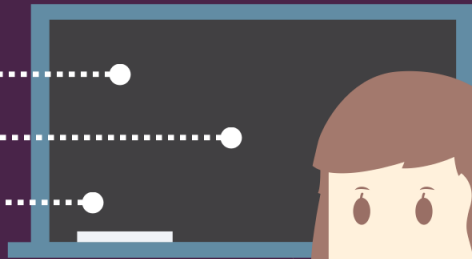
SKILLS BASED

in the
beginning...

American FactFinder

FedStats

Statistical Abstract



feedback:



then everything changed

There's no funding for the statistical abstract.



We don't update FedStats anymore.



Eureka!

What if, instead of a right answer, I asked students to find their answer?



THE NEW CAP115:

WHAT?

what is government information?

WHY?

why should they care about this stuff when they have other databases?

HOW?

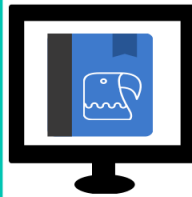
how do they find government information?

FYI

sometimes this stuff is a little weird, so keep in mind...

reframe the problem

advertising government information to advertising students



USE THIS STUFF!

REAL WORLD EXAMPLES:

DEFINITIONS

what is poverty?
and how do you talk about it in the classroom without alienating disadvantaged students?

ANSWER(S)

plural
or how I once realized my students were smarter than I was.

GEOGRAPHY

how many people in Grand Rapids bowl?
or
why can't I find census information for my hometown?

SELL IT

students have other options, so give them reasons to use government informations

change the content

American FactFinder

USA.gov

Google

The illustration shows a teacher with brown hair, wearing a yellow and blue shirt, pointing with a white stick at a chalkboard. The chalkboard has three white dots on it. Dotted lines connect these dots to the text 'American FactFinder', 'USA.gov', and 'Google' on the left side of the panel. The background is a dark purple wall.

change the teaching

I think I might have a cold. Or maybe the flu.

I want to open a coffee shop...

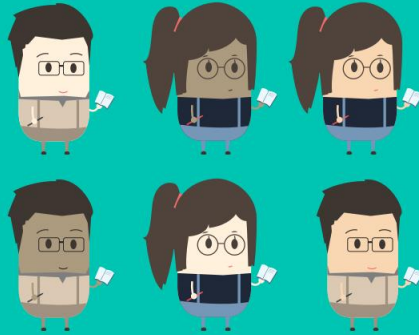
REAL WORLD SCENARIOS

The illustration shows the same teacher from the first panel, pointing at a chalkboard that has the text 'REAL WORLD SCENARIOS' written on it. On the left side of the panel, there are two student characters. The first is a girl with glasses and a ponytail, with a speech bubble that says 'I think I might have a cold. Or maybe the flu.' The second is a boy with glasses, with a speech bubble that says 'I want to open a coffee shop...'. The background is a dark purple wall.

**the
hardest
part**

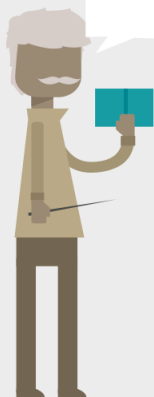
letting go...

IS THIS THE RIGHT
ANSWER?



feedback:

that was
great!



TAKEAWAYS:

THEY CAN DO IT

give them some time to work hands on.
let them figure it out.
troubleshoot when they get stuck.

WIIFM?

what's in it for me?
don't make them guess why they should pay attention to you.

LISTEN

where do they struggle?
when are your questions unclear?
when does the tool fail?

LET GO

their path will probably not be the same as yours.
their answer will not always be the one you expect, either.

TAKEAWAYS:

ENTHUSIASM MATTERS

if you are excited, they will at least be willing to give you the benefit of the doubt.

CHANGE IS HARD

are you teaching what you want them to learn?

AMBIGUITY ROCKS

give them enough information to succeed. don't give them everything.
let them figure it out.

MAKE IT RELEVANT

use examples they care about
yeah, I know cat facts are cool, but do your students care?

