

## Listening to Our Youth and Sharing Federal Information: Connecting Students with Government Information – Audio transcript

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Please stand by for realtime captions.

Hello, and welcome to listening to our youth and sharing federal information. Before we get started, we have the usual housekeeping reminders. First, please use the chat box for questions, comments, and technical issues. We will keep track of the questions and make sure those are addressed at the end of the presentation. Also, we are recording the conference. All of the registrants will receive links to the recording after the event. Please join me in welcoming our visitors, Aimee Quinn, Jen Kirk, and -- I will handed over to Aimee to start the session.

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Hi, everybody, I hope you can hear me fine. It is a cool, but sunny day here in Ellensburg. Washington. We are going to talk to you about our youth, and sharing federal information with students from middle school all the way to grad school today. And so one of the reasons we wanted to do this is because each of us have a way of connecting with our students. We thought this would be something really exciting to talk about because we all have our strengths with working with students. Most of us were with students in some way regardless of what kind of depository will work at. Whether it is a special library, a public library, or an academic library. So first of all, an overview. This is what we are going to try to cover in the next 40 minutes or so. So we are going to go except we are skipping elementary school and kindergarten. And we will have some time for questions and answers. So why do we connect with students? I am not going to read everything now. I wanted to highlight a couple of things. We all know why we are depository librarians. But our primary patrons are students at some level. We are trying to create a really good engagement and quality. 72% of depository libraries are at the academic libraries. So students come to us at all different levels. Most of us see high school students at some point, whether is the model you're in, or the national industry day, or something like that. And they influence their parents. They influence their peers. And we get lots of questions for them. So we wanted to connect with students at the undergraduate and graduate level. As well as at the high school and middle school levels. Probably going to be talking too fast. I'm going to be talking to you about middle school and high school students. Now, there are five handouts that go with our presentation. Handouts 2, 3, 4, are the ones that go with my section here. Which is middle school and high school. Oh, and 5. Part of that is because they are lesson plans. We wanted you to have some good takeaways with this. So with middle school and high school students, one of the things to know about whenever you work with these students -- I used to be a middle school teacher before I went into libraries. My second career before this last career as a librarian. Middle school students I really like working with because they are young enough to be just a bit afraid of you, but old enough to be smart. But I like that. I like the snarkiness of middle school students because they are always testing their injuries. But when you work with them, you really need to know and have your lesson plan set out. And it is always really good advice to sit down with their teacher or teachers, and also include school librarian. Especially when you work with them. That is the first advice I can give you. Make sure that you have as much buy-in as possible, and have all of your ducks in a row. I have made the mistake of inking oh, I can wing this. I have done this so many times. I've taught this lesson. It's really important that you don't come in with that attitude. I learned the very hard way, and I did that and -- what is that? In Chicago. Can't wing it. I also learned that in high school you can't wing it because kids really know when you are just doing things off the cuff. They will ground you really soon and just catch you. And one of the things we know as a depository library and is

that there is absolutely nothing that the U.S. government does not talk about. I have not found a topic as of yet. And I have been challenged not just by the students, but by some of the teachers, Vice Principal, by anybody, to find topics pick whether it is a rubber ducky. That was a question I've been asked. How many shaving accidents via straight razor has the government ever counted that? How many people have actually sunk in quicksand? That was a question I have been given by a student. So things like that. Students will try to trip you up. So make sure you have all of your ducks in a row. The school librarian can also tell you exactly what databases they currently have access to if you have not found their website. So you can know where you were going to take them. So if you are doing a lesson plan, say around birthday and you were trying to get them to understand say, about the clean air act -- one of the handouts I have is all about environmentalism. So you can get the terminology correct. If you want to make sure that you are using the right terminology for middle school versus high school might you might have a higher level term to introduce them to all of the terminology that might be too high for them. So if you are doing sixth grade or seventh grade, you don't want to give them 11th or 12th grade terminology. You have to have all of that in a row. So they can help you with what databases that they are using. And so they might be using a point of view, or a database of that. Or something, as opposed to something that might be a little bit more of some the sky schools that have had databases depending on where they are located. You also wants to know what assessments the teacher is going to want. Sometimes -- I always like to give a preassessment and a post assessment. And that goes all the way through any instruction I do. Especially when I am working in the public schools. I want to know where the students are and where they are not. And this is really important if you were working with students where this is not their first language. You are going to have to take extra time. Time is a really important indicator for students , to let them know how much time. And by time, I mean how much you are going to use. When you are playing at your lesson plan, you need to make sure that you know how much components time you're going to need. If you're going to have an activity in your lesson plan, you need to make sure that you are going to note that activity is going to take 10 minutes. I would never have more than 30 minutes within for the entire lesson plan. So you're going to need like two or three minutes to introduce yourself. You are going to need five minutes to just put the students at their keys and get information from the seven minutes right there. 10 minutes for an activity. So that is 17 minutes of your half hour, for example, if you have 13 minutes left, what do you want to do with them? How are you going to create them? You have maybe five minutes for an assessment. Or are you going to need some extra time and want some wiggle room? But time goes by really fast because you have to have questions. If you are in a middle school, they ask questions all the time. If you're in high school, you are going to be lucky to get eye contact. So know these things. One of the other things is really important to teach the teacher. I was just bummed. Here in Ellensburg, I work closely with both high school and middle school, and I frequently work with social science teachers, especially about history day. And I work with art faculty in the high school before the congressional art contest. We don't get in high congressional district here. Nobody has really won an art contest. I shouldn't say won, but I should say has been selected by the Congressman. They always select somebody from the other side of the district, which is over the Cascades. Just closer to Seattle. So trying to get the art students excited, they first had to get the teachers excited. So we need to work with the teachers and get them to understand why government information is very important in their classroom. And once you can get them excited, then they can work on getting the principal excited for that. And when you get one of the teachers excited, then you get the entire department excited, and you can get more and more excited. You build upon that. That is what I've done. So you will see everything I just talked about is -- has been right here. The key points. Getting the teacher is really important. And large cities like in Chicago, that was really hard to do. So you pick an area that you want to concentrate on. So in Chicago what I did is I pick the schools that were going to give us the most bang for our buck. The University of Illinois, Chicago, had one area that we wanted to concentrate on and that was on the city right around the campus. It was in between

Greektown and Little Italy, and there was a high school just off of little Italy just down on Roosevelt if I remember correctly. That was the high school we chose to go to. And by we, I mean the late John -- and so we went over there and talk to the faculty there and the department heads in history, and in English. And communications. And we put together a program for them. We were able to get in there and we talked and worked on information literacy. And government at that time was called government literacy. And so we were able to do Civics and got them excited about us coming in and it's built every semester that we were able to come in and do that for a couple of years. It was pretty exciting. Then I have one more slide. This is an example of a lesson plan that I put together. And so this is one of the handouts that you have. I believe my section is over, so I am going to turn this to Jen. I just have to make her the presenter, so give me a minute while I remember how to do this.

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Thanks, Aimee. You just pass of the ball, you can drag it.

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Yeah. That is easier said than done.

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I'll move it for you, Aimee.

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I got it.

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It worked. Thank you both. All right, I am Jen Kirk. I am the number one information library at Utah State. And I will be talking to you about undergraduate students. So if the students have had interactions with librarians with Amy, they won't need quite as much as what I'm talking to you about today. But we'll be going over some of my experiences teaching undergraduate students. Before I get too far along and into specifics, I will give you some context for where I am in Utah State. It is a university system here in Utah, and we've had several campuses and distance education sites throughout the 33. We have 33 sites throughout the state. At least one distance education site in every county in Utah. Our current undergraduate population is around 26,000 statewide. With Logan Utah, on our original campus. It is about 20 miles south of here. We have a strong commitment to lifelong learning and distance education. We have a considerable number of our students at our first generation college students. That is just some context for the undergraduates that I will be talking to you about today. At my library, our primary interaction with undergrads is in class room settings. Other brother professor or instructor. This has opportunities and challenges. It relates to kind of what Amy was talking about with teaching the teachers. Because this is a partnership, I have to align learning outcomes with the, you know, original instructor for the course. I experienced lots of different levels of engagement with undergraduates. The primary one if you're at an institution like me, probably have one shot. Classes in research days were the class comes to the library at a predetermined point in this semester to do research day, you know, a week or two after the instructor has introduced the research project to the class. That is a great opportunity to orient them to and provide them to get their hands dirty in various research databases. I've also had a couple of experiences that or more like invented librarianship, or have had multiple distance over the course of the class. Where the students return in multiple times. A good example of that is we have class here called U.S. EU institutions. And it's a multidisciplinary course for general education. Where the students are learning a little bit of economics, a little bit of political science, and a little bit of history, and so government documents were actually a great way to dip into the class three or four times in this semester to let them see primary sources and let them really connect with what they are seeing in these large lectures to individual documents. Ones that they can study. My experience here at USC you, is that government documents are multidisciplinary and are showing up across in undergraduate classes across the curriculum. Primarily in history and sociology, but also in a department here at our agricultural school with applied sciences, technology, and education.

I've also worked with a considerable number of insert discipline and law here, for example. So college and law, or communication studies and law. And those are typically death classes where a student at some point, in their undergraduate career, most likely her junior senior year after they declared a major, have a special topic in class where they are investigating how policies have been interpreted and have shaped the discipline that they are studying. But each opportunity that I have to interact with undergraduates is a new stepping-stone to introduce them to government information and provide an overview of the branches of government or government agencies. Again, if they had a librarian like Aimee, perhaps we are not starting strictly from scratch. But you never know exactly where students come from, so you might have to scaffold more of the teaching. Just to ensure that you are not leaving anymore behind. So here is an example of a lesson plan. Let me grab a link real quick for the chat. So this is a link to a guide for a course in applied sciences and technology education. So that's what it stands for. This course is called environmental impact zone. And the students are given the assignment every year of course to research a law, policy, or court case, that has had an impact on court system. They are assigned a law, policy court case by their instructor. So there is always a known list of which one they are going to be researching, which helps me prepare for the course. You'll notice on this guide, if you visit it, it is heavily asynchronous. That is because for the last two years, the course has been taught online, or at least the library portion of it has due to COVID. Prior to 2020, the students visit our library in person for research. With them moving to online, however, I know I'm not going to touch every student at the same time. So I want them to have the availability to revisit resources throughout their research time on this assignment. So I find guides to be a really helpful way to scaffold and structure learning. I am able to provide videos and additional tutorials for students that might need it. And the students that don't need it can just move on and do their research as they feel competent. But this way, students can have everything at their fingertips that they need and they can revisit it, which is great. The other thing that I did as part of this course is basically this was the first course I taught after joining USB libraries in 2017. And I am not a liaison library in our library, but we do have these librarians. So this library and reach out to me and said, oh, it is great that you are here. I really need help with this class. Can you partner up in TJ? So course. We go in and is basically the students have to deal with legislative history if they have a law. And they have to -- if they have a policy or court case, there is only a handful of students in the class that have those. So it is more about trying to teach them the difference between policy or a court case in the congressional legislation. So the first semester was a little rough, but it was a learning experience for me. And the second time I taught it a year later, I came back with a handout with basically guiding the students through the legislative process, through the regulatory process. Or through case law examinations. So that they would have some contacts to the government documents at the average time. So one of the handouts that is provided as part of this is what I give the students. And how they walk through with each part of the assignment. The first thing I have to do though is help them understand whether they have legislation, a policy, or legislation, or a court case, so there is actually a box at the top that they walk through that says, you know, these are the words you are looking for. You have legislation. It says that there is an act. If you have regulation, there is probably a reference to register announcement or ACF are notation, so these are the things that I have had to do to help support student learning around government information. And these are my featured collection materials for undergraduates. With the caveat that each of these benefit from additional explanation and context learning to help students learn from the various document types they are looking at. Many of them have heard these words before, or maybe have never seen them in a primary source format. And so the first time you look at a law, again, the statutes at large, it is overwhelming. So we -- I use live guides to breakdown and provide examples so that students feel more secure in looking at these things and using them. So, on the right, we have an example of how to build a law, and that is from a screenshot with one of the statutes at large, with one of the largest I could find from recent publication at the time. We have a video for regulations that is under two minutes. I have a great team here at USB

libraries that help with online learning, and they have supported me significantly in creating videos that the students can use. Shout out to congressional records and --.gov, because those are now bound editions are now fully documented and fulltext searchable online. And again, census data is another thing that students can turn to no matter the discipline. This has information on it like you said. And the census requires a significant amount of support as well. So each of these things, I have some version of my guide with students. Have the context in learning that they need when they need it. Okay, so that's a very quick summary of undergraduates in one example of how students might interact with government. So now I will hand it over to will, who will talk about our graduate students.

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Thank you so much, Jen. And thank you all for sticking with us. So with graduate students, the first thing is that I really hope that by the time to graduate students get up to me, when I am helping them out, here at Vanderbilt we are a large school, and so we have graduate and undergraduate students. The hope is that by the times that graduate students get up to me, they have worked with librarians like Aimee in their middle and high school years, and then librarians like Jen in their undergraduate years, because it makes things way easier when they get up to this point. So when we are looking at graduate students, there are some differences, and we kind of first need to understand the differences before we can understand it better way to reach those students. While there are some similarities, there are some major differences. These will help out and kind of shape your approach. So the first big one is that while the younger students -- they are much more enter multiple disciplinary pick when you get to a graduate student, many times these students are going to be studying specific topics, specific issues. Now there are some general multidisciplinary graduate programs, and even if they like library school, it is a little more interdisciplinary. For many of your library users, they are going to be topically stoked. Which has some advantages. The other thing about the topics is that once again, it is the broad topics. We haven't had rubber ducky's and quicksand. Although very interesting, we do get things that are more maybe politically driven. Something like drug policies. Or things with labor, or things that are going to be much more hard to research. Now something about graduate students is that many of the graduate students should have more developed research and writing skills. So, there are advantages to that, because you may not necessarily start from ground zero from basic research. One thing I want to caution, with the graduate students, they may not necessarily be coming straight out of undergraduate. I myself went to library school and graduated 14 years after my undergraduate. So I know, you know, I myself. So while your students may have those skills, be aware that they may need to brush up on those. Now, another part of this is that while they may have undergraduate skills in writing and research, they may not have worked with a lot of primary source materials and when they are working with the information, you may have to actually go in and work with them on how to use primary source information, which is usually significantly more time-consuming than what those students may be used too. And also that has some different approaches for students. Additionally, graduate students while they may have that are research in schools, they may lack experience in utilizing and working with government information. When I say may, they most likely utilize government information. Or if they have, they may not necessarily realize the utilize government coverage. So that is something that they can consider. Although they may have all of this experience, they may lack the initial -- that all of us probably take is granted, because we are working with our region all the time. So when we talk about the levels of engagement, these are where things are also going to differ a bit from undergrads and from your middle and high schoolers. Now, there are some one shots, but the one shot that you are going to generally see when you are working with graduate students -- now, you may have some general government information one shots. But usually you're one shots are going to be something like with a census statement, or may have something to do with the policy. A specific policy. And so and -- there are certain areas where you will see that, but it really is kind of buried on the graduate studies. Now, one other time that you may see one shots get a kind of introductory course for graduate students, and

especially want to get into library schools, that's where you may see more one shots of more general government information. Now things that you will see though, is your one shots are generally going to be more in-depth and they are going to be more topic stoked. You may have other classes that are part of the scope as well. However, the biggest thing that I've run into, my experience is that might have not necessarily been the top of the classes when shut. But really the reference of consultation. Because a lot of graduate students, especially pastors at the PhD level are going to be doing more research. And a lot of times this research is going to be recurring. So you will develop these interactions, and teaching these graduate students to help them find these resources. Now the good times is once you get these graduate students, the reference research consultation of each students can generally stay within certain bounds. You don't need to know the whole purpose of the federal government once you get to know your students. Another thing that I do want to point out is that most of your interactions are not going to be mediated by an instructor. So they most likely will not be in a classroom setting. They will generally be getting research. And many times even with the research levels, something to point out is that while this student may be working with faculty, the government documents library and may never even speak to the faculty about that research. They may work directly with that graduate student to conduct that research. So I want to kind of move on to some tips for graduate students. And I may be a little bit redundant on this, but they are very important. So you want to start -- and Aimee did a great point that I wish I had ventured. You need to have a plan for your students. Please make sure you have a plan. The graduate students will also eat you alive if you don't have a plan. So please make sure you have a plan before you either do a one-shot, or reference with consultation. If you are going to start talking generally, once again, start with general information about what government information is and federal information. You cannot make that assumption that graduate students have knowledge or expertise of federal information. And even if they do, they may not have knowledge or expertise to understand the federal government baking. As government reaches professionals, we honor the government is organized by -- not necessarily by topic. So for us, we have the experts in that. But for the student, they may not be the expert. And so that is something that we may forget because we are always working with -- so when you are getting with graduate students, start broad with government information. Start with what government information is and then progress to the specific topics. As I said before, basic federal government makeup is so helpful. Once those students understand that makeup, they can, you know, progress and actually do some more research on their own. Teaching them to fish for government information. Remember, you as the government member humans librarian, you are the expert. You know best. We spent so much time working on these. Another thing that is really overused or images. If you are working with things, especially from asynchronous or the online or even virtual presentations, and in records, it is good to have images. If you have an in person class, or in person opportunities, work with your senior graduate students. Physical items still go a long way. Having a physical item for your students is really helpful. Many of those graduate students might need those materials. So once you have them handling those materials, it really helps them connect and really get them excited. Especially when they are having to research those primary sources. Now fence guy, I seems that it seems to permit the younger students. This is something that I utilize, especially in country sessions with graduate students. It still offers wonderful information about the makeup of the government, and really help them understand the importance of that makeup. And it does so -- I mean, you don't need to make it fancy for them. Basically that government makeup. And one of the things that I have found is that as students get further away from high school, they tend to maybe forget some of those sentence courses. One of those things I use in government assistance as I ask can you name the five rights of the First Amendment? What I found is that the students were best to name all five were usually freshmen and undergraduates. As they get later in the college careers, usually about juniors, they can name about three of them. When you get a graduate student, they can name about one, if you are lucky. Maybe two. And so, they may be furthering the scores. So that is something, that intro

material is critical. Another thing to remember is that your one shots and classes are going to be longer, because you are going to get it mixed up. If you working with census data materials, you are going to need a little more time. As Aimee whited out, that time flies by. Another thing to remember is that the reference and research assistance that you are going to be providing, in most cases, it is going to be complex, and it will require multiple sessions, because a lot of times it is much more in-depth research. One other thing to really remember with graduate students is data. And immediately what is going to come to mind is the social census data. In our institution, the census data is always popular. It is always popular with our graduate students, whether it is in general or for research. To be prepared if you are working with graduate students to brush up against those buttons. Another thing to not forget, I know I've run into myself, is hard science data. There is a lot of it out there that is available, and why don't necessarily need to know how to utilize all of that data, you do need to point these students in the direction of that data. So, I also wanted to provide a few selections for graduate students. And although I will point a couple of these for law students, they all graduate students may find a use for these. But first of all, the Congressional serial set. For law students, this is for the crown jewels of the reflection. But law students in particular really have their serial set. The same goes for the federal regulations and although I do not teach the research, I am not a lawyer, I do note a lot of librarians do utilize these on their students. We move the the Congressional record. This is an excellent resource for general graduate studies because it is just so broad and covers public policy issues. At USA.gov, once again, another great opportunity for random studies, it does provide the same information for recovery information, but it does get that key detail information. Once again, census data as I mentioned is really critical, because this is something that once you are working with graduate students. Especially research institutes. Since this data need to do really familiar size yourself with a peer cannot just online information. You need to familiarize with yourself with information that may not have been digitizer easily available. Especially for those of you who have historic collections. Once again, the science data is very important. There is a lot of open data available. There is massive amount. Two in particular that I found useful for hard science is the GSU science data catalog, which has a lot of data, and it covers just about every realm of the sciences. And then also your massive data, which is very popular. There is tons of there, and it is really -- that is also something that you could probably work with. They are going to begin with more special eyes. Specialized studies. And finally, one other thing that may be more helpful for you is also going to the agency and public websites. The reason being that sometimes they need the most up-to-date publications, and that the material, while it may be catalogued and indexed by GPO, they may not have made it there yet. So that is something else that you can link them to, because just to get the most up-to-date information as part of the research. So this is all that I have for -- I also have a very brief section on reaching for graduate students. At this point, we would love to leave a little time for some questions for discussion. So I'll ask if there are any questions in the chat for us to answer.

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So far there are no questions the chat, but I have a question for Amy. I am wondering how many people have something quicksand?

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I'm laughing. I don't know present day at that time. That was -- see, I had that question four years ago here in Ellensburg. And so that was 2017. And so that time, there was -- in the United States, only two people had. But in the world, 68 people did.

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Wow. Thanks.

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It took a while to find that answer. Especially since we don't have a lot of good statistical resources. Well, thank you. We have a question hear from Kate. With so many students already used to being online, do you find that they are more successful searching for gov docs?

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Is that for me?

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That is for everybody.

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I responded chat, but I forgot to advocate. It is going to get lost. I'll take that one. I find the difficulty is directing them to the proper places to search. Or how to use Google to their benefit by using site.gov at the beginning. But, you know, the common library and response of providing them that, not everything is available online. So that's my response.

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Thank you.

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And I would answer similarly. Except for one thing. When I use the site.gov at the end of the search and I find I get different results than when I do it at the beginning of the search, which is interesting to me. So I'm not sure why that is. I will have to ask Google why that is.

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I am typing what we are talking about into the chat because it doesn't come across in verbal language. So, if anybody wonders what we are talking about, it is in the chat.

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My question from Jenny, how much do you coordinate with the liaison subject librarian? This is for everybody as well.

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I spoke a bit to it, but significantly. I -- they are basically my gateway into the departments. I have at this point, had research consultations, or instruction with 31 departments on campus through participation with over 15 offerings at our library.

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I always coordinate.

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Same thing. We heavily collaborate with every subject area around here. One of the things I tell folks around here is the government information has hands and every cookie jar. In the entire university. And so part of that is because there is just so many different information everything, I tell folks the question is not whether you can bring a topic or find information, it is -- that had me stumped. You know, collaboration with all -- and especially the graduate --

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Yeah, and echoing Amy, teach the teachers approach, I go with the liaisons. So especially for new and incoming liaisons, I make sure to reach out and see what contacts they have had with their departments. I produce a profile for each one annually from my interactions with their departments and they recommend collection areas. My collection is in zoo dock, and it is so not a part of the collection. So trying to remind them that is part of the library collection, to know about it is not the normal LC subject areas and things that they would associate with. I try to lower barriers so that they feel more comfortable and can function.

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And I would just echo when I was at Central Washington University. I would do exactly the same thing that Jen just described. And from what I am working with middle school and high school, I would always talk to the liaisons who were in the K-12, and central Washington has variances for earlier liaisons for like science had, humanities or whatever, with using programs. I always coordinate with them. The music Ed person was so suppressed that government documents had so much that could support her music Ed faculty. She was delighted when I showed her the scores available from the Library of



Congress. She will said she had no idea. I said wait till I show you what the Marines have for you. You know? Because we had the Marine Corps band stuff. So she was just ecstatic.

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That's awesome. She asked a question about would you recommend any resources or handouts -- or for handouts or lesson plans for teaching government resources? We did put a link to a really good lip guide in the chat. So if anybody had that same question, you can check there and take a look at that as well.

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And Jenny had a ready chatter the in, so that's great.

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Yes, and then I have a link in one of my handouts to the civic world network. They also have a series of lesson plans. And if you go to the kids website at various agencies, they also have links to educational resources for teachers. So the National Park Service has a teacher's site as does NASA as a sutures site. And they all have lesson plans.

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And then the Academy also has various construction topics.

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Does anyone else have any questions? Doesn't look like any more questions are coming in. It's a great presentation. Give everybody just a few more seconds in case somebody has any last minute questions. Okay, it doesn't look like it. So -- I want to thank our presenters, Jen, Aimee, and will. And we will conclude today's events with that. And we look forward to seeing you in our programs tomorrow. Thank you. Everybody have a nice evening, and Jenny, be careful getting out of the building.

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Thank you all.

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Thank you.