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## Promoting Government Documents While Instilling Information Literacy

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# Promoting Government Documents While Instilling Information Literacy



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# Government Documents are:

- *Available in many academic (and some public) libraries , known as depositories*
- *Available on the Web with increasing frequency*
- *Available for free, permanent public access*

# Government Documents are:

- *Provided at the local, state, national, and international levels*
- *Generally a good source of primary (and sometimes secondary) data*
- *Interdisciplinary*

# Potential impediments to use of Government Documents'

- *Often considered “other” collections, by librarians, faculty and students (Brunvand and Pashkova-Balkenhol)*
- *Classified separately in many libraries*
- *Tangible documents don't generally look like regular books or journals*
- *Sometimes regarded with trepidation*
- *Do not fit the “usual” format for citing*

Government Documents are

*Not just*

*for Government*

*Documents Librarians*



*We want you  
to use Government Documents when teaching  
Information Literacy sessions*

# General Objectives for BI

*Instruction Sessions can be used for*

- *General help with research*
- *Introduction to library resources*
- *Assistance with using one or more particular resources*
- *Specific assignment*
- *Teach students to use Internet appropriately for academic research*



According to the Association of College and Research Libraries (ACRL) an "information literate individual" is able to:

- *Determine the extent of information needed*
- *Access the needed information effectively and efficiently*
- *Evaluate information and its sources critically*
- *Incorporate selected information into one's knowledge base*
- *Use information effectively to accomplish a specific purpose*
- *Understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally*

# Opportunities to use Gov Docs examples in encouraging Information Literacy

- *Recognize point of view of a source*
- *Distinguish sound arguments from opinions*
- *Identify audience*
- *Determine purpose of a potential source*
- *Screen for bias*

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