

Teaching IL Across Generations

GPU at OSU Libraries



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What we'll cover today

- Background on GPU
- Context for the library session
- Content of the session
- Reflections on lessons learned/things we'll keep or change for next year

Background on GPU



What is Grandparent University (GPU)?

- 3-day “summer camp”
- OSU Alumni Association members & their grandchildren participate
 - Choice of “major”
 - Stay in residence halls
 - Enjoy social events

Library context

- Grandchildren participants were between 9-12 years old
- Sessions took place over 2 days
 - Thursday afternoon 1:30-4:40
 - Friday morning 9:00-11:50
- 3 long sessions (70 minutes) and 3 short sessions (10 or 20 minutes)
- Self-paced “library crawl” during breaks (optional)

Content of the IL session



General session outline

- Introduction (why are we here, what are we going to do)
- 4 stations set up throughout the room
 - Searching the Web
 - Claims on Social Media
 - Understanding Data
 - Is it Real or Fake?
- Wrap up & Kahoot quiz

Session set up

- Participants received a blank “Passport to the World Wide Web”
- Rotated between stations in small groups
- Groups had 7 minutes at each station
- Once a station was completed, they received a “stamp” in their passport

Introduction

- Introduced ourselves
- Gave brief mini-lecture on “fake news” and why it is important to be “information literate”
- Explained the activity they would complete

“Searching the web” goal



Outcome:

Articulate steps in a search process.

“Searching the web” station



Given a question to answer:

Where were the games held when a female was awarded, for the very first time, a perfect score in a Olympic gymnastic event?

Complete the following steps:

1. What information do you need to find?
2. What search terms did you try?
3. How did you find the answer?
4. What is the answer to the question?

“Claims on social media” goal



Outcome:

Identify a claim and what evidence (if any) is given.

“Claims on social media” station



- Look at social media post and determine:
 - What claim is being made?
 - What evidence is provided?

“Understanding data” goal



Outcome:

Examine an infographic and draw conclusions about the data

“Understanding data” station

- Complete a puzzle (that shows the infographic)
- Find answers on the infographic
 - *Example: Who made the #1 selling video game of all time?*
 - *Example: How many copies of the #6 selling game were sold?*



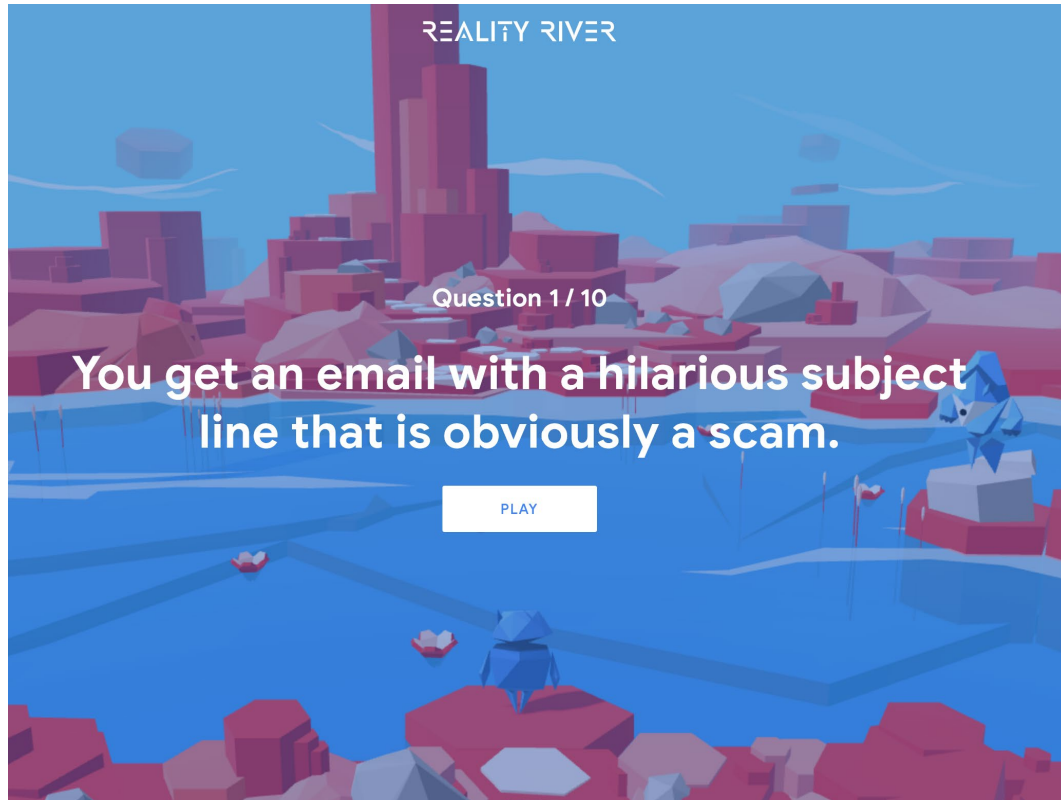
“Is it real or
fake?” goal



Outcome:

Identify real and fake
information online

“Is it real or fake?” station



Played “[Reality River](#)” game on a laptop, and verified when completed.

Wrap up

- Played a Kahoot quiz, which reflected on content from each station
- Winners (and everyone, really) got prizes

Lessons learned & future directions



Things that went great



- Rotating stations kept engagement and interest
- Loved the passports as a “souvenir”
- Having an older group of grandchildren

Things to improve

- Refine the Kahoot questions
- Not all stations' timing worked out the same
- More prizes (everybody loves prizes)

Questions?



Thank you for coming!