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Takin’ it to the Streets: Quantitative Literacy, Public Policy, and GIS in a Service Context

Jeremy W. Donald
Trinity University, jdonald@trinity.edu

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Takin’ it to the Streets: Quantitative Literacy, Public Policy, and GIS in a Service Context

--Jeremy Donald, Reference Librarian, Trinity University, San Antonio, TX

Abstract

Facilitating the use of public information can discourage political participation and policy debate. Using place and public data as a touchstone, the students of a college political science course partnered with a group of middle school students to apply technology to a shared project. Together they learned techniques for representing demographic and geographic data with a variety of media, numerically literate in order to be responsible producers of information in the online environment. Outcomes centered on achieving competency in applied information and quantitative literacies, and were measured by tests, project participants to present the design and results of the course.

Keywords

Information Literacy, Pedagogy, Learning, Practices: Field Data

Takin’ it to the Streets: Quantitative Literacy, Public Policy, and GIS in a Service Context

Information Literacy Standards

GIS as new media
GIS as sophisticated
Primary Source Research
Collaboration
Information Cycle
Understanding of the Expanded Participation in a Practice
Professional Community of

Selected References

Carver, Steve; Evans, Andy; Kingston, Richard. (2004). Developing and testing an online tool for teaching GIS concepts applied to spatial decision-making.

Contact Information

Jeremy Donald
jeremy.donald@trinity.edu
One Trinity Place
San Antonio, TX 78212
Ph. (210) 999-8176

Affiliate Institutions

Trinity University
One Trinity Place
San Antonio, TX 78212
Ph. (210) 999-8176

Experiential Learning

Service Partnership: Learning Through Teaching

Carroll Academy
301 East Charles S. Dike St.
San Antonio, TX 78209
Ph. (210) 228-0200

Purpose: Facilitating the use of public information.

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