Companion Document to the ACRL Framework for Information Literacy for Higher Education

Politics, Policy, and International Relations

Approved by the ACRL Board of Directors, June 24, 2021

Project Overview

The PPIRS Companion Document to the ACRL Framework for Information Literacy is the culmination of a two and a half-year collaborative effort involving PPIRS membership, faculty in PPIRS disciplines, and members of the Ad Hoc Committee charged with revising the former Political Science Research Competency Standards to bring them into alignment with the new ACRL Framework for Information Literacy.[1]

The Committee's first meeting was held on April 13, 2018, following a prompt from ACRL's Information Literacy Standards and Frameworks Committee to update the Section's 2013 response to ACRL's Information Literacy Competency Standards for Higher Education. A call was made to the PPIRS list-serv for members willing to participate. Members include Erin Ackerman, Brett Cloyd, Stephanie Crowe, Christopher Lemery, Catherine Morse, Chelsea Nesvig, Mary Oberlies, and Winn Wasson. During the process, Brett Cloyd and Mary Oberlies took turns as Committee Chair, with Mary Oberlies serving as Chair as the Committee came to its conclusion.

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[1] The ACRL Framework for Information Literacy is available at: http://www.ala.org/acrl/standards/ilframework

The Committee saw this as an opportunity to provide guidance and support to librarians working with PPIRS disciplines. In addition, the Committee sought to develop good working relationships among librarians working in PPIRS liaison areas and enhance those librarians' capacity to work with faculty. Having had several years of practice and experience in librarianship since the approval of the ACRL Framework and commencement of its implementation, the Committee was excited to find ways to contribute to the conversation around information literacy in the profession. With the sunsetting of the Competency Standards, the Committee believed the charge called for starting from scratch and building a new approach to information literacy for the subject areas covered by PPIRS.

As a first step, the committee reviewed competency guidelines established by the International Studies Association (ISA) and the American Political Science Association (APSA) as our two closest discipline-related professional bodies. Finally, soliciting input from relevant stakeholders was an important component to the Committee's work. Key stakeholders included PPIRS-discipline faculty at Committee members' institutions and PPIRS members.
Committee members, who work in libraries on various sized campuses, developed questions for interviews[2] with faculty and each met individually with 3-4 members on their campus. Faculty were generous with their comments and insights on how they see students developing information and research skills. Faculty also identified shortcomings they saw in students' work such as distinguishing between source types and posing research questions. Additionally, faculty frequently mentioned competency in social sciences research skills and the imperative for students to acquire skills related to data analytics, qualitative and quantitative methods, and the interpretation of discipline-specific source types.

Librarians were given several opportunities to offer feedback. During the 2019 ALA Annual Meeting, members Brett Cloyd and Mary Oberlies led a session to highlight the Committee's work and inquire whether it was on track to meet expectations of colleagues. Comments were transcribed and reported back to the committee.

Librarians were also asked to complete a Qualtrics-based survey[3] to gather input about how they were using the Framework. The survey was shared on the PPIRS list-serv and 51 librarians participated. We also invited librarians to participate in two Zoom sessions[4] to share additional insight into their teaching practices and areas of the Framework they believed needed clarification. Both sessions were advertised on the PPIRS list-serv. The first session was held on November 27, 2019 and had twelve attendees. The second session was held on December 5, 2019 and had eleven attendees.

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[2] See Appendix A for the list of faculty interview questions.
[3] See Appendix B to view the survey questions and survey setup.
[4] See Appendix C for Zoom conversation guided questions.

Information gathered from PPIRS members and faculty were synthesized and condensed into three key instructional goals per frame. These goals were mapped to the knowledge practices and dispositions outlined in the Framework, and from this the Committee generated this new document in the form of PPIRS-specific approaches to each of the six Frames along with examples and student learning outcomes.

The Committee chose to create an accompanying LibGuide[5] about the PPIRS Framework, given the platform's practicalities, and its use as a shared platform among librarians. Within the LibGuide, the Committee created a visual infographic[6] to illustrate digestible concepts for faculty members, a Padlet for PPIRS member contributions, information on contributing lesson plans to the ACRL Sandbox,[7] and review each of the frames in a more condensed form, as separate LibGuide pages. The Committee hopes the LibGuide provides an opportunity for PPIRS members to contribute to our exploration of the ACRL Framework and how it can be applied to our disciplines.

Organization of this Document

Within this document and the LibGuide, each Frame is described both in the context of the Framework, and also in terms of the issues facing students, faculty, and librarians in PPIRS disciplines. We have mined knowledge practices and dispositions from the Framework that we believe are most relevant to political science, policy studies, international relations, and related disciplines based on the input of our stakeholders, which is described for each frame under "Summary of Stakeholder Input." The summary of stakeholder input sections outline the three most important areas librarians and faculty identified as being essential to information literacy instruction within political science, policy studies, international relations, and related disciplines. We further expand on these areas by highlighting specific examples provided by stakeholders and linking them back to the Framework by identifying the knowledge practice and dispositions they represented. We further interpreted this information into language relevant to our disciplines and described them as "Evidence of Frame in Action" and "Sample Learning Goals." The Evidence of Frame in Action sections each articulate how the frame could manifest in the real world. These examples are drawn from student or faculty research practice, examples of typical information sources or research methods in PPIRS disciplines, or represent real world issues scholars (novice or expert) need to take into consideration when conducting research. They are intended to be specific interpretations of the frames. We elected to create learning goals over learning outcomes so that librarians might use the goals to create outcomes specific to the sub-fields they work with.

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[5] PPIRS Information Literacy Framework Guide at https://acrl.libguides.com/PPIRS/frameworkcompanion
[6] We have included the Infographic in Appendix D.
[7] Find PPIRS tagged lesson plans in the Sandbox at https://sandbox.acrl.org/resources-search?combine=ppirs

Readers will notice notations of **KP** and **D** after statements in the summary of stakeholder input and learning goals. These refer back to the Framework and note which knowledge practice and disposition relates to these statements. For each of these instances, the number (ex. KP3) refers to the bullet point under the relevant area (ie. 3rd bullet point under Disposition is noted as D3). This document and LibGuide do not currently contain sample learning activities. The Committee recommends PPIRS members use the ACRL Information Literacy Sandbox[8] for depositing and tagging activities with "PPIRS" to help others locate relevant learning activities. To assist with this, a link to search this tag in the Sandbox has been included on the LibGuide and in this document.

PPIRS is a popular section in ACRL and covers a wide array of subject disciplines. The Committee discussed approaches that would give disciplinary-specific examples of the Frames but felt the expertise for doing this might better rest with our members. With this in mind, we have broadly described the frames, evidence of frame in action and learning goals within this document so they are relevant to political science, policy studies, international relations, and related disciplines, but not specific to the sub-fields we represent. Our hope is that the PPIRS LibGuide for Information Literacy can provide a platform for collaboration in teaching practices between librarians and faculty that support student learning in a complicated information landscape through the padlet and ACRL Sandbox. We also encourage members of our section to come together in working groups to further interpret this document within the sub-fields PPIRS represents.

Our group has enjoyed good collegial relationships throughout our time working on this project. As we look forward to sharing this work, we recognize its lifespan is limited by changes in technology, current events, research practices, and pedagogy. We hope that our current and future colleagues will find this contribution useful and build upon it in the future.

Prepared by the Ad Hoc Committee on Information Literacy
Mary K. Oberlies, Chair, 2019-2021 (Co-Chair, 2018-2019)
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[8] Find PPIRS tagged lesson plans in the Sandbox at https://sandbox.acrl.org/resources-search?combine=ppirs

Authority is Constructed and Contextual

Frame Description

Information resources reflect their creators' expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

The claims of individuals and organizations to speak with authority in political science, policy studies, international relations, and related disciplines are complex and ever-changing. The information produced by governments at all levels has varying degrees of authority; this authority changes depending upon the issue, and may be shared or unclear in many cases. When searching for legal or government information, it is helpful for researchers to consider whether the creator of the information has the legitimacy to speak authoritatively on the subject and in what contexts that information is authoritative. Governments may use their power to determine what information is publicly available. This power can be used to keep information secret, placing limitations on available information, and in turn, limiting the authority of individuals or groups to speak on issues. Researchers should consider whether their information needs can be met by publicly available sources.

Think tanks, non-governmental organizations (NGOs), and interest groups also produce information that can be reliable. Organizations sometimes use the legitimacy conferred upon them to misinform the public in an effort to further political agendas. It is an essential skill for researchers in PPIRS disciplines to think critically about the biases no matter the source.

The authoritativeness of information in PPIRS disciplines is situational and can be conferred through formal and informal processes and be published or broadcast in many formats. Depending upon the topic, an authoritative figure or group can produce information in sources ranging from peer-reviewed academic literature to community activist newsletters and local news broadcasts.

Summary of Stakeholder Input

1. Teach about how to distinguish reliable sources of data from those that are unreliable. *(KP2)*

   - Critically evaluate varied and conflicting data sources; stay motivated to find authoritative data ; and maintain awareness of personal and organizational biases. *(D1-3)*

2. Teach how to identify the indicators of authority for think tanks/gray literature. *(KP1-4)*

   ○ Understand that this literature offers very diverse perspectives that do not go through a review process. Users should interrogate author background and organization funding sources and maintain awareness of motivation behind the production of the literature. *(D1-3)*

3. Teach how to recognize established voices in PPIRS disciplines and when to trust the authority of their claims. *(KP3)*

   ○ Evaluate whether it's appropriate to look for scholarly or non-scholarly literature on a given topic; examine author credentials and biases; be aware of inequities in authority-granting processes. *(D2-4)*

Evidence of Frame in Action

1. Statistics published by government agencies are widely used and accepted as authoritative because of these agencies' reputations for using sound methodologies and for collecting and analyzing data in a non-partisan manner.

2. Peer-reviewed journals provide public administrators with more credible information on which to base their decisions than they would find using social media platforms. However, an exploration of social media platforms might provide those officials with a sense of any misinformation they need to dispel when briefing the public.

3. A paper about polluted streams can bolster its argument by utilizing corroborating information from national governments, local environmental groups, regional newspapers, and industry press releases, drawing on their different points of view and areas of expertise.

Sample Learning Goals

1. Acknowledge how the ways in which authority is constructed reflect and reinforce existing hierarchies in our society. *(KP1, D2)*

2. Articulate the benefits and drawbacks of using various information sources (gray literature, government information, data, news sources, etc.) and consider how marginalized voices may have been excluded from those sources. *(KP1-2)*

3. Reflect on their personal biases and reactions to news stories and practice identifying and distinguishing between their emotional responses and logical analysis of the resources. *(D3, D5)*

4. Comprehend and apply the differences between the perspectives offered by scholarly and practitioner literature, government and organizational documents, legal cases and regulations, community data, and think tank information, recognizing the various purposes these literatures and organizations serve. *(KP1-2, KP4, D3-4)*

5. Distinguish reliable data from unreliable and recognize how data is shaped by the data collection and analysis decisions made by data creators. In the case of government-produced data, students will consider how politics shape data collection and analysis. *(KP2)*

6. Identify the characteristics of primary- versus secondary-source legal information and the relationship between the two. *(KP1)*

7. Interrogate the traditional notions of authority in PPIRS disciplines and consider voices often excluded from those conversations, particularly voices from BIPOC, immigrant, disabled and LGBTQ communities. *(KP3, D4)*

Information Creation as a Process

Frame Description

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

Research in political science, policy studies, international relations, and related disciplines draws on a wide variety of primary and secondary source material, including: quantitative and qualitative data statutes, case law, regulations, and other official documents; gray literature; products generated by news organizations; speeches and written statements; the writings of political theorists; and scholarly publications.

The intentions of and constraints on information creators dictate the content and existence of primary source material research draws. These factors influence the type of research that is feasible and the conclusions researchers can draw, and through them the content of published research and the subsequent scholarly conversation.

The expertise, methods, and interpretation of the researcher are factors in the scope and content of published research. Considerations that influence the process of generating scholarly information include the availability of primary source material, the availability of funding for research and stipulations on the funding, and the potential effect of a publication on a researcher's prospects for professional advancement.

Summary of Stakeholder Input

1. Teach how choices in gathering and processing raw information affect the content of information products and their derivatives. *(KP1-3)*

   - Examine how research design and influences on scholarly communication affect published products in raw data and scholarship. *(D1)*

   - Explore how non-academic information-gathering and processing practices affect journalism, gray literature, government data, and government rules, regulations, statutes, and case law. *(D1-3, D6)*

2. Teach how the format and source of information affects its perceived authority. *(KP4-6)*

   - Recognize techniques of information presentation that affect perception of authority. *(D4-5)*

○ Interrogate the motivations of the source of raw data and information and of the individuals and organizations who transform it into a presented product. *(D1, D4-5)*

3. Teach mindfulness of one's own process of creating information. *(KP7, D8)*

○ Acknowledge the capabilities and limitations of one's presented information product based on the raw inputs and processes used in transforming those raw inputs into a presented product. *(D1-2)*

○ Explore how the format of one's presented product can affect its perceived authority and apply this understanding ethically. *(D4-6)*

○ Recognize the importance of documenting the steps one uses to transform raw data and information into a presented product. *(D2)*

Evidence of Frame in Action

1. A polling organization's survey methods will influence its polling data and any research that relies on those data.

2. Research on crime using only official crime statistics will incorporate the social, political, and economic biases that affect law enforcement decisions about where and whom to monitor and whether to make arrests and prosecute individuals; and by the decisions of juries and judges about whether to convict and how to sentence an individual.

3. A researcher writing on Machiavelli's *The Prince* is using an English translation edition of the work. The translator's decisions on how to convey the work into English will affect the researcher's understanding of the work and thus what is produced.

Sample Learning Goals

1. Articulate the structural power and limitations of social media, data, and other non-traditional sources. *(KP4, KP6, D3-4)*

2. Identify the political, social, economic, and legal perspectives that may have an impact on how viewpoints and positions are represented. *(KP3, KP6, D4)*

3. Identify the characteristics of various types of government information, such as reports, data, news, blogs, bills, Congressional hearings, laws, and agency websites. *(KP3, D3, D6)*

4. Recognize the motivations of the source of raw data and information, and of the individuals and organizations who transform it into a presented product. *(KP4, D1, D5)*

5. Examine how research design and influences on scholarly communication affect published products in raw data and scholarship. *(KP3, D1)*

6. Identify techniques of information presentation that affect perception of authority. *(KP4, D4-5)*

7. Document the steps one uses to transform raw data and information into a presented product. *(KP7, D2)*

Information Has Value

Frame Description

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

Governments and intergovernmental organizations (IGO) are prolific creators of information, which forms the basis of much academic research in political science, policy studies, international relations, and related disciplines. More importantly, these information sources are essential input for policymakers, businesses, non-profit organizations, and individuals to make critical decisions. The creation of government and IGO information involves the mobilization of numerous financial, human, and capital resources. The availability and accuracy of specific government and IGO information is subject to the policy decisions of the organizations themselves.

The purpose of information produced by entities studied in political science, policy studies, international relations, and related disciplines is to inform and/or influence public opinion and government policies. Any information produced by these entities has the potential to shape policy decisions and public opinion. Those who are trying to influence policy-making and public opinion will select and frame information that will add value to their efforts to obtain their objectives. As such, in the realm of PPIRS disciplines, researchers must understand the motivations behind the production, dissemination, and framing of information.

Furthermore, researchers should reflect on how their own research wittingly or unwittingly serves political causes and consider the implications it has for influencing public opinion and policy-making, whether or not intentional. A researcher should be prepared for political actors to inaccurately represent their research or use their research for political purposes that s/he does not endorse.

Summary of Stakeholder Input

1. Teach the purpose of citations and how to create them. *(KP1)*

   ○ Respect authors' labor and work by properly citing all source types, including government documents and legal sources. *(D1)*

2. Teach how sources differ from one another (scholarly publications, news articles, gray literature, government information) in regards to publication methods and timelines. *(KP6)*

- Understand how and why some individuals or groups of individuals may be underrepresented or systematically marginalized within the systems that produce and disseminate information. *(KP4, D2)*

3. Teach how our access to sources differs depending on location and positionality. *(KP5, KP7)*

- Recognize reasons for access or lack of access to information sources (e.g. country of residence, status in academia, or professional position). *(KP5, D4)*

Evidence of Frame in Action

1. The U.S. government requires that a researcher who received a particular taxpayer-funded grant for their research make their publication and its data available through open access.

2. Data collected and published by the US Bureau of the Census is openly and freely available to the public, which creates cost savings for the state and local governments, individuals, businesses, non-profit organizations, and other private actors that rely on those data to make decisions. Taxpayer money has already funded the collection and publication of the data.

3. A candidate for governor highlights a news story about the alleged failure of their rival to pay payroll taxes for a housekeeper as an argument against the rival in a campaign ad.

Sample Learning Goals

1. Recognize how government priorities impact federal, state, and local government websites and data accessibility. *(KP5)*

2. Explain how social, economic, and power structures influence the production and dissemination of information on government websites. *(KP5)*

3. Search the Internet Archive's Wayback Machine in order to find missing or deleted government web pages. *(KP5)*

4. Articulate the value of open scholarship in political science, public policy, and related fields. *(KP3)*

5. Recognize one's information privilege in comparison to those in locations where information is censored by the government. *(KP5, D4)*

6. Recognize that the structure of government information, including the U.S. government classification system, means that they may not have access to all government information. *(KP5, D4)*

7. Appropriately cite sources using APSA format. *(KP1, D1)*

Research as Inquiry

Frame Description

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Questions can help formulate search strategies to be used across different discovery tools and information types. By using the research literature to set up a question rather than draw a conclusion, students will be engaging in a form of inquiry that is open to different viewpoints. Helping students engage in complexity will enable them to become more rigorous in their approach to research in the discipline. Additionally, the iterative nature of research in all disciplines requires that questions are revised as often as needed to narrow in on a particular line of inquiry and then build upon current knowledge.

Practitioners in political science, policy studies, international relations, and related disciplines use a variety of social science research methods to examine and propose solutions to current problems. Introducing students to research methods in the discipline helps undergraduates understand and appreciate how they can make contributions to the field.

Summary of Stakeholder Input

1. Teach the research process and how to create research questions. *(KP1, KP3-4)*

   - Researchers should accept that research is a messy, iterative process. They need to know how to use different sources of information (legal, government information, data, gray literature, policy, and non-traditional sources of information) in order to formulate questions or articulate unresolved problems. *(D1, D5)*

2. Teach critical thinking and exploration skills, and how to engage with research. *(KP2-3)*

   - Researchers need to be curious, open to inquiry, and have the drive to engage with a variety of sources, perhaps even conflicting sources, while also being able to determine the appropriate depth of research for the project, beyond just finding X number of sources as required by an assignment. *(D1-3, D5-6)*

3. Teach idea generation. *(KP1, KP7-8)*
   - Researchers need to move beyond finding information to use simply as evidence and begin using information to generate their own ideas, questions and conclusions. *(D5-6)*

Evidence of Frame in Action

1. After noticing a conflict between the predictions Karl Marx made in his writings and the historical record, a researcher decides to explore why so many Marxist revolutions of the 20th century occurred in countries that had not yet experienced industrial capitalism.

2. A researcher in comparative politics is intrigued as to whether the perceived superior performance of an authoritarian government in handling a transnational emergency derives from the possibility that authoritarian governments are more efficient, or from their tendency to hide damaging information.

3. Looking at presidential approval polls, a researcher decides to investigate why one polling agency consistently shows higher presidential approval ratings than others.

Sample Learning Goals

1. Recognize the research process is multi-phased and an iterative process. *(KP3, D5)*

2. Use different sources (primary, secondary, etc) at various stages of the research process to gather background information, accumulate evidence, and build an argument. *(KP2, KP4)*

3. Be creative and open to inquiry by moving beyond a cursory exploration of information to engage with literature and identify appropriate sources (articles, data, policy, etc) to meet information needs. *(KP2, D1, D4-5)*

4. Use literature and other information sources to generate ideas, questions, and conclusions. *(KP1, KP7, D5-6)*

5. Identify legal and government information, policy, and data, to understand strengths and weaknesses, and know how to synthesize these information sources for research. *(KP4-5, KP7)*

Scholarship as Conversation

Frame Description

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

Research within political science, policy studies, international relations, and related disciplines is produced by organizations in formats beyond traditionally accepted publications like books and journals. Governments, research institutes, and intergovernmental organizations are prolific creators of information that contribute to the scholarly conversation. The information produced by individuals and organizations engaged in political scholarship are essential voices in the conversation—providing perspectives from policymakers, businesses, governments, organizations, scholars and individuals.

Researchers should seek out these voices, including social media, datasets, blogs, and more, when identifying contributions to scholarship. When engaging with these alternative forms of scholarship, researchers should consider how the information contributes to generating an understanding of a topic, rather than a binary truth versus falsehood. As consumers of information and participants in the political process, researchers have an active role in the scholarly conversation and the research they produce adds to the overall quality and continuation of the conversation.

Summary of Stakeholder Input

1. Teach about the role of scholarly discourse and its contribution to research and disciplinary knowledge. *(KP5)*

   - Scholarly discourse continually evolves with new insights and discoveries due to the varied perspectives and interpretations contributors make. The variety in understandings grows through the varied communities engaging in research, including scholars, researchers and professionals. *(KP6, D5)*

   - Scholarship is made up of varied research all representing a part of the contribution scholars make to disciplinary knowledge. Students should seek out articles, books, data and other sources of information to fully engage with the scholarly conversation. *(KP5, D4, D2)*

2. Teach students that scholarly conversations are on-going and rarely have a single perspective or understanding. *(KP6-8)*

- Students need to understand that research questions may not have a single uncontested answer within literature. *(KP8, D5)*

- Students should learn that seeking out the scholarly conversations taking place within their discipline is part of the research process. *(D2)*

3. Teach students they do not have a passive role when researching, instead they are contributing to the continuously evolving scholarly conversation. *(KP2)*

- Highlight appropriate level opportunities and support formal student research contributions, such as student research journals, conference presentations/posters, etc. *(KP2, D3)*

- Help students see that through their research they are entering an ongoing scholarly conversation and that, while it might evolve, it is never finished. *(D1)*

- Students often consider themselves to have a passive role in research as consumers of information. They should learn to see themselves as contributors to scholarship and having a role in the scholarly conversation surrounding their research. *(KP7, D2-3)*

Evidence of Frame in Action

1. Identifying and following hashtags on social media surrounding debates and current/past events in order to understand the rhetoric related to that event or debate.

2. Accessing the Congressional Record to read hearings and language in bills to answer a question about how the requirement for individualized education plans became a required national policy.

3. A researcher accesses a local newspaper's archives from the 1940s to understand how Nazism in Germany was reported then and compares it to reporting on white nationalism in particular United States newspapers today.

Sample Learning Goals

1. Recognize that in political science and related disciplines, there are relevant conversations taking place outside of academic journals. *(D2, D4)*

2. Investigate the role of various sources in different forms of "conversation" (scholarly, popular, etc.) within political science related disciplines in order to determine useful entry points to the scholarly conversation. *(KP2)*

3. Recognize that scholarly conversation within a discipline (e.g. political science) is about generating understanding as opposed to seeking "the truth." *(KP7, D5)*

4. Identify the contributions that different types of information sources (e.g., bylaws, social media posts, and datasets) make to disciplinary knowledge. *(KP5)*

5. Use the scholarly literature and other relevant sources in political science and related disciplines as the body of evidence upon which a research question may be constructed. *(D7)*

Searching as Strategic Exploration

Frame Description

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

The varied nature of information sources in politics, policy studies, international relations and related disciplines requires researchers to learn varied search strategies and navigate multiple information platforms including databases, open web sources, data indexes, and governmental websites. Researchers need to be proficient in critically reading information sources to identify the types of sources available, determine how they can be used to further the scholarly conversation, and then locate cited information for further research. Search strategies might include concept mapping, snowballing, utilizing synonyms, keeping a research journal, identifying organizations that contribute information, and learning where various information sources are stored.

Researchers sometimes struggle to differentiate sources by quality and type in an online environment. Information from credible and reliable sources shares online and intellectual space with misinformation and disinformation and can be challenging to identify and distinguish. Learning to map the information lifecycle provides insight into the value of news sources, government hearings, journal articles, datasets, and social media in contributing to the creation and dissemination of information.

Engaging with challenging problems requires moving beyond simple search strategies. To be successful, researchers must display persistence and flexibility in their searching which might require them to revisit their research questions due to a lack of reliable information, or generate their own datasets.

Summary of Stakeholder Input

1. Teach the need to use and examine a wide variety of sources (e.g scholarly literature in PPIRS fields, government information, data, news, think tank reports), and not relying on the first one(s) found. *(KP2-3)*

   ○ Use initial sources to locate additional sources (snowballing), using methods appropriate to the source (e.g. tracing citations in scholarly literature, following links in think tank reports or gray literature). **(D5)**

2. Teach searching strategies in a scaffolded way. *(KP7)*

- Students in introductory PPIRS courses need to learn basic search strategies and concepts (e.g. using GovInfo, Think Tank Search, PPIRS databases) for finding sources useful in researching PPIRS fields. *(KP1, KP4, D1-2)*

- Students at the capstone or graduate level should understand more complex topics like understanding where a scholarly or professional conversation is happening (e.g. "PoliSci Twitter") and then tracking down that conversation. *(KP2, KP5-7, D5-6)*

3. Teach data literacy and how to locate data. *(KP2, KP4, KP6)*

- Identifying and interpreting data is unique from other types of information, and students need to understand how to locate and evaluate data. Students should consider who collects the data, where it is collected, and embrace mental flexibility and creativity in searching practices. **(KP2-4, KP6, D1, D4)**

- As students advance their research skills they might need to begin collecting their own data or create new datasets based on existing ones. *(KP6, D3-4)*

Evidence of Frame in Action

1. A researcher critically reads a government report to identify people, organizations, concepts and statistics that may be used as search criteria to find additional information.

2. A researcher reads a newspaper article and identifies an included data source that could contribute to their research. They seek out this data source that provides the quantitative element that was missing in their research.

3. A researcher identifies and finds a journal article, a hearing proceeding, and a dataset created by an influential researcher. Locating these pieces of information may require different search strategies, including alternative keywords and search platforms, to be successful.

Sample Learning Goals

1. Articulate the differences between source types within PPIRS disciplines (e.g. scholarly books, articles, gray literature, social media) and determine which is appropriate for their information needs. *(KP1, D3)*

2. Identify the most useful literature for their information need, going beyond the most easily located literature. *(D2, D6)*

3. Using specialized search strategies, locate and navigate sources relevant to PPIRS disciplines such as government information (domestic and international), news sources, and datasets. *(KP4, KP7)*

4. Articulate how legal information is organized and disseminated and seek legal sources as needed. *(KP6)*

5. Seek assistance from a librarian with knowledge of relevant disciplines to determine or refine search strategies. *(D4)*

Appendix A: Faculty Interview Structure and Questions

Introduce the project, project goals, and reasons for the interview. *Boilerplate is here: edit for your own purposes at your discretion.*

> I'm working with a small group of librarians from around the country to update our national standards for student research skills in [your discipline] and related disciplines. Our goal is to create a document that reflects the research and information-related competencies that today's students in [your discipline] should have. We're conducting interviews with faculty to get your perspectives on these competencies and what should be included.

Explain that we will be using the term "research skills" but that they should feel free to think about their students' skills as they relate to information in a broader sense, if they feel it's relevant for their discipline.

1. Tell me about the research skills of your students.

2. Do you think there are unique research skills needed within [this discipline] that might be less relevant to other fields?

3. Where do you see gaps in your students' research skills? Do these gaps change from freshman to senior year?

4. What research skills do your students have coming in as freshmen versus when they graduate?

5. What are the differences between the research skills needed for undergraduate students and graduate students in [your discipline]?

6. Is there a difference between the research skills that will be needed by students going on to become scholars in [your discipline] versus students going on to work in a professional setting related to [your discipline]?

    a. Ask them to flesh out what research skills are most useful to each.

7. What research skills do you wish that students had before they got to your classroom?

8. What research skills do you think are best taught by you? What research skills do you think are best taught by another expert, such as a librarian?

9. Where do you see opportunities for collaboration between different types of information experts on developing students' research skills?

Appendix B: PPIRS Information Literacy Membership Survey

1. Which of the following best describes the institution where you currently work?
    a. Doctorate-granting university
    b. Master's college and university
    c. Baccalaureate college
    d. Associates college
    e. Other (please describe)

2. To what extent are you *familiar* with the ACRL Framework for Information Literacy?
    a. Extremely familiar
    b. Familiar
    c. Somewhat familiar
    d. Not at all familiar

3. To what extent are you *familiar* with each of the standards of the ACRL Framework for Information Literacy?

	Extremely familiar	Familiar	Somewhat familiar	Not at all familiar
Authority is Constructed and Contextual				
Information Creation as a Process				
Information Has Value				
Research as Inquiry				
Scholarship as Conversation				
Searching as Strategic Exploration				

4. How *useful* do you find the ACRL Framework for Information Literacy?
    a. Extremely familiar
    b. Familiar
    c. Somewhat familiar
    d. Not at all familiar

5. How *useful* do you find each of the Frames in providing guidance for librarianship in political science, policy, and/or international relations?

	Extremely useful	Useful	Somewhat useful	Not at all useful
Authority is Constructed and Contextual				
Information Creation as a Process				
Information Has Value				
Research as Inquiry				
Scholarship as Conversation				
Searching as Strategic Exploration				

6. An ad hoc committee is working on a document on how to use the ACRL Framework for Information Literacy in PPIRS. What would make you more likely to use this document in your reference and instruction duties? What considerations should the ad hoc committee take into account?
[OPEN RESPONSE]

7. What types of guidance should be provided on how to use the ACRL Framework for Information Literacy in librarianship in political science, policy, and international relations (check all that apply)?
   a. Standards of assessment
   b. Guidance for creating standards of assessment
   c. Worksheets and other assessments for instruction sessions
   d. Guidance for creating worksheets and other assessments for instruction sessions
   e. Guidance for working with faculty in instruction sessions
   f. Guidance for working with students in instruction sessions
   g. Guidance for working with faculty in providing non-instructional services
   h. Guidance for working with students in providing non-instructional services
   i. None
   j. Other (please describe)

8. Please include any other thoughts you have about the application of the ACRL Framework to librarianship in political science, policy, and international relations. (optional) **[OPEN RESPONSE]**

9. Do you provide library instruction tailored toward faculty and/or students in political science, policy, and/or international relations as part of your job responsibilities?

a. Yes
b. No

10. **[IF YES TO 9]** Do you use the ACRL Framework for Information Literacy in your instruction that is specifically tailored toward faculty and/or students in political science, policy, and/or international relations?
    a. Yes
    b. No

11. **[IF YES TO 10]** Which Frames have you incorporated into your instruction that is specifically tailored toward faculty and/or students in political science, policy, and/or international relations (check all that apply)?
    a. Authority is Constructed and Contextual
    b. Information Creation as a Process
    c. Information Has Value
    d. Research as Inquiry
    e. Scholarship as Conversation
    f. Searching as Strategic Exploration

12. **[IF YES TO 10]** In what type(s) of instruction that is specifically tailored toward faculty and/or students in political science, policy, and/or international relations have you used the Frames? (check all that apply)

	Workshops	Credit-bearing information literacy course(s)	Online tutorials	One-shot instruction sessions	Other
Authority is Constructed and Contextual					
Information Creation as a Process					
Information Has Value					
Research as Inquiry					
Scholarship as Conversation					
Searching as Strategic Exploration					

a.   If other, please elaborate. **[OPEN RESPONSE]**

13. **[IF YES TO 10]** How have you incorporated the Frames into your instruction that is specifically tailored toward faculty and/or students in political science, policy, and/or international relations?

	When creating learning outcomes	When creating the lesson outline	When creating the exercise/ learning activity	When speaking to the professor during planning	When speaking to students during instruction	When conducting assessment	Other
Authority is Constructed and Contextual							
Information Creation as a Process							
Information Has Value							
Research as Inquiry							
Scholarship as Conversation							
Searching as Strategic Exploration							

a.   If other, please elaborate. **[OPEN RESPONSE]**

14. **[IF YES TO 10]** Please elaborate on a lesson in which you incorporated the Framework into your instruction that was specifically tailored toward faculty and/or students in political science, policy, and/or international relations. What aspects of the Framework *did* integrate well into your instruction? What aspects of the Framework *did not* integrate well into your instruction? (optional) **[OPEN RESPONSE]**

15. **[IF YES TO 10]** If you have not incorporated the Framework into your instruction that was specifically tailored toward faculty and/or students in political science, policy, and/or international relations, please elaborate on why you have not. (optional) **[OPEN RESPONSE]**

16. If you are interested in being contacted by the ad hoc committee to discuss your thoughts on the Framework further, please include your name and email address and/or phone number. (optional) **[OPEN RESPONSE]**

Appendix C: PPIRS Membership Zoom Conversation Questions

1. What is one thing you want students to understand about research in politics, policy, and international relations?

2. What tools or strategies do you use to teach students about critical inquiry and authority?

3. What are you doing now? How have you been using the frames in your instruction?

4. Any other advice or feedback? How might a document like this be useful to you?

Appendix D: Infographic

PPIRS Framework

What are the relevant information literacy skills?

Research As Inquiry

Understand that research is an iterative process and the need to use different sources (primary, secondary, etc) at the various stages of the research process (background, evidence, methodology)

Scholarship as Conversation

Seek out varied sources (articles, books, data, news, etc.) to fully engage with the scholarly conversation in a particular discipline

Searching as Strategic Exploration

When identifying and interpreting data, consider questions such as: Who collects the data? Where is it collected? Does it exist?

Information Has Value

Understand how sources differ from one another (scholarly, news, gray literature, government information) and who does or does not have access to those sources and why

Authority is Constructed and Contextual

Understand how to identify the indicators of authority for sources while maintaining an open mind when encountering varied and conflicting perspectives

Information Creation as a Process

Understand how information-gathering and processing practices affect journalism, gray literature, government data, rules, regulations, statutes, and case law

This infographic is designed to contribute to conversations between librarians and faculty working with students studying political science, policy studies, international relations, and related disciplines.

Find more detail and examples at: https://acrl.libguides.com/PPIRS/framework companion/home