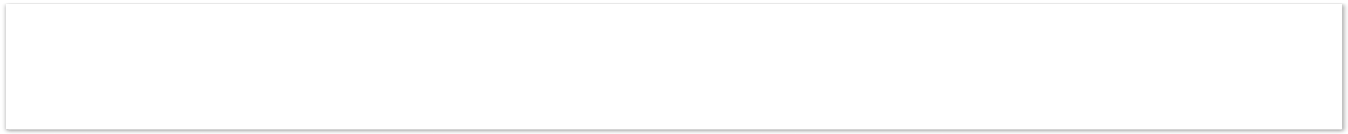
**Appendix A**

*Section 1: Text of Survey Distributed to Respondents*

Information Literacy in the Classroom

# Participant Consent

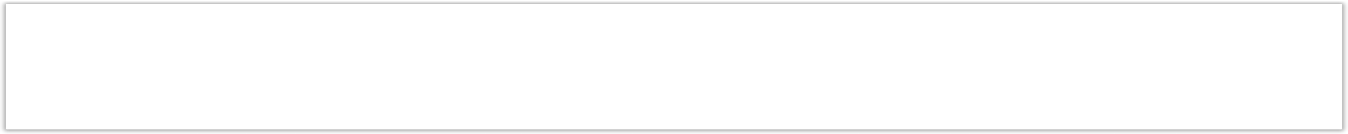
TITLE OF RESEARCH: **Survey of Information Literacy in the First Year Classroom.** RESEARCHER: Stephen Thornton and Douglas Atkinson CONTACT DETAILS: Stephen Thornton; Email Address: [thorntonsl@cardiff.ac.uk](mailto:thorntonsl@cardiff.ac.uk) **Research Overview** The purpose of this study is to gain a better understanding of how information literacy skills are taught to first-year political science students. Your participation will involve answering a number of questions regarding your experience teaching first-year political science courses. **Involvement in Research** You are being asked to take part in a survey on teaching information literacy in the first-year political science classroom. The survey will take you approximately 5 to 10 minutes to complete. The information you share will be recorded in this research. If you agree, data will be securely stored in line with GDPR requirements. Only the researcher will have access to the data. The data is collected anonymously and we will not ask for any of your private information. **What happens if I wish to withdraw?** Your involvement in the study is voluntary and anonymous, and you may choose not to participate or to stop at any time without penalty. If you decide to withdraw from the study (that is, terminate the survey before it is completed), the entered information will be kept as part of the study and may continue to be analysed. Since survey responses are anonymous, once you have participated in the survey we do not have the means to remove the information you entered from our records. The results of the research study may be published, but your name or any identifying information will not be collected or used. **Additional Contact Information** Cardiff School of Law and Politics Research Ethics Committee (SREC) This project has received ethical approval from the Cardiff School of Law and Politics Research Ethics Committee (SREC) on DD/MM/YYYY (Internal Reference: SREC/XXXXXX/XX). The Cardiff School of Law and Politics Research Ethics Committee (SREC) can be contacted at: School Research Officer Cardiff School of Law and Politics Cardiff University Law Building Museum Avenue Cardiff CF10 3AX Email: [LAWPL-Research@cardiff.ac.uk](mailto:LAWPL-Research@cardiff.ac.uk)



Agree, I want to continue with the survey Disagree, I do not want to continue with the survey

# Teaching First Year Political Science Courses

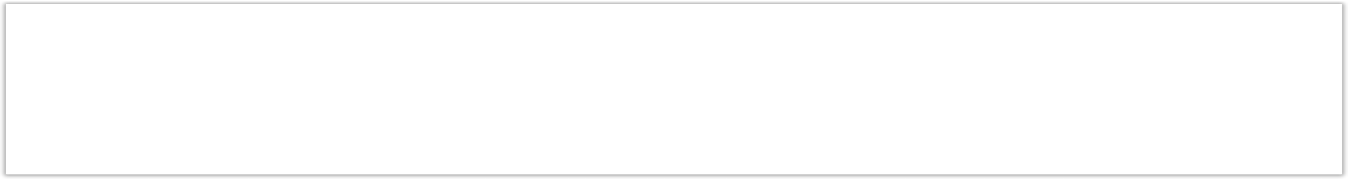
Do you teach the first-year political science courses?



Yes No

# Information Literacy Questions

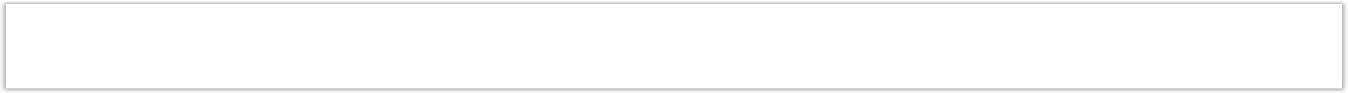
What type of institution do you teach at?



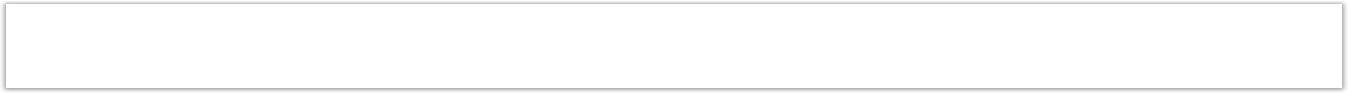
Teaching intensive university or college

Research intensive university (e.g. Russell Group; R1) Other

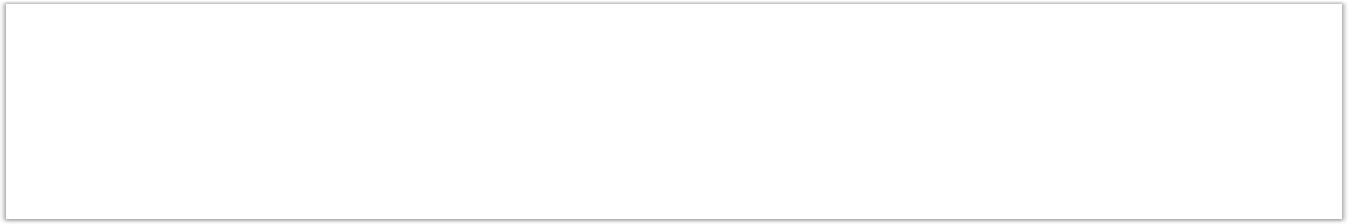
In which country are you teaching in?



What is your gender?



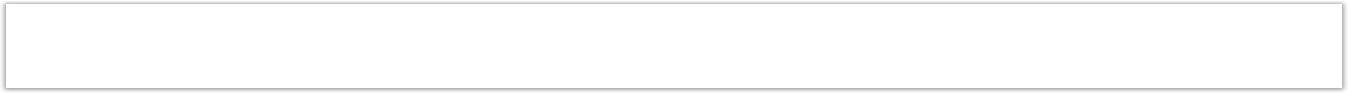
In which subfield do your research and teaching interests mainly fall?



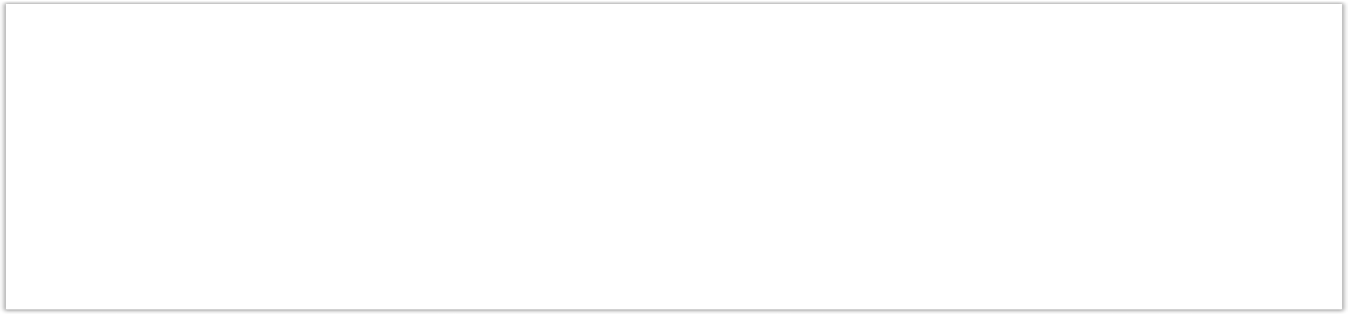
Comparative Politics and/or Single Country Focus International Relations

Political Philosophy/Theory Other

If you selected Other, please specify:



What is your faculty status?



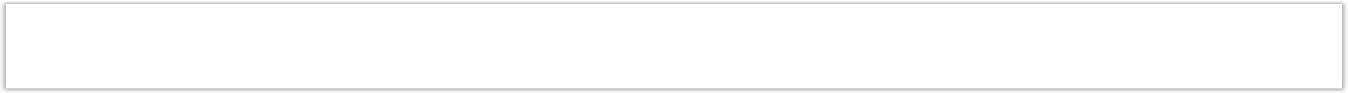
Post-Doc

Fixed Term Lecturer/Assistant Professor Lecturer/ Assistant Professor

Associate Professor/Senior Lecturer Reader

Professor

How long have you been teaching university-level courses?



Information literacy is the label most used to describe the processes by which individuals are encouraged to adopt a critical attitude to information (that is, to ask questions about provenance, quality and purpose) and to use any information found in a thoughtful and ethical manner. It is often taught by librarians/information specialists in the higher education environment. A key assumption of most information literacy education is that some forms of information are regarded as more reliable and credible than others, with social media seen as a particular vehicle for the dissemination of problematic information. In light of this, please answer the following questions about any information

literacy education on the modules you teach.

Please don't select more than 1 answer(s) per row.

|  |  |  |
| --- | --- | --- |
|  | Yes | No |
| The module(s) on which I teach includes at least one session explicitly dedicated to information literacy education? |  |  |
| On the module(s) I teach, a librarian/information specialist provides some instruction about information literacy. |  |  |

|  |  |  |
| --- | --- | --- |
| Though not part of my module, the students enrolled on it are provided with information literacy education elsewhere in the curriculum. |  |  |
| On the modules I teach it is generally assumed that students will arrive with sufficient information literacy to construct a competent piece of academic work without the need for explicit information skills education. |  |  |

Below you will find a series of statements regarding information literacy please indicate how strongly you agree or disagree with each statement.

Please don't select more than 1 answer(s) per row.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
| I believe most students arrive at university with sufficient information literacy to construct a competent piece of academic work without the need for explicit information literacy education? |  |  |  |  |  |

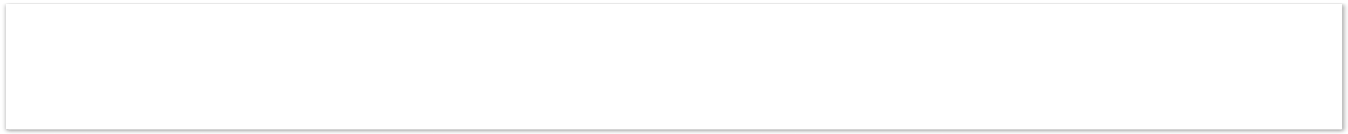
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I believe that unless a student of Political Science can demonstrate clear evidence that they possess a critical relationship with the information they should not progress into the second year? |  |  |  |  |  |

**Only answer this question if you have been teaching 5+ years.** Below you will find a series of statements regarding information literacy please indicate how strongly you agree or disagree with each statement.

Please don't select more than 1 answer(s) per row.

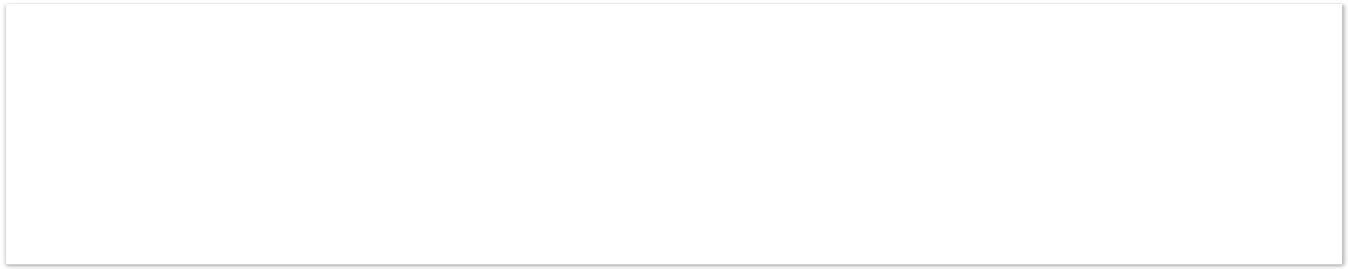
|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
| I believe the general standard of students’ information literacy entering university is higher than it was five years ago? |  |  |  |  |  |
| I believe more first year students are using sources uncritically than they were five years ago? |  |  |  |  |  |

Have you had explicit information literacy training yourself?



Yes No

Thinking of your own relationship with information literacy, how confident are you in your own abilities?



Very Confident Confident Neutral Unconfident Very Unconfident

# Thank You

We thank you for your willingness to take our survey. Unfortunately, only those who teach first-year political science courses are asked to complete the survey.

**Appendix B**

*Section 1: Table of regression output for logistic regression on in-class IL training*

**Table 1: Logistic Regressions on In-Class IL Training**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | (1) | (2) | (3) | (4) |
|  | 1 Session | 1 Session | Librarian | Librarian |
|  |  |  |  |  |
| Training | 1.000\*\*  (0.465) | 0.993\*  (0.515) | 0.979\*  (0.518) | 1.020\*  (0.594) |
|  |  |  |  |  |
| Institution |  | 0.494 |  | 0.770 |
|  |  | (0.744) |  | (0.776) |
| Gender |  | 0.015 |  | 0.160 |
|  |  | (0.100) |  | (0.115) |
| Seniority |  | -0.617 |  | 0.552 |
| **Subfield** |  | (0.547) |  | (0.668) |
| International Relations |  | -0.782 |  | -0.100 |
|  |  | (0.544) |  | (0.629) |
| Other |  | 1.196 |  | 0.903 |
|  |  | (1.240) |  | (1.063) |
| Political Philosophy/Theory |  | -0.315 |  | Empty |
|  |  | (1.553) |  |  |
| Constant | -1.728\*\* | -1.696 | -2.455\*\*\* | -4.146\*\*\* |
|  | (0.731) | (1.320) | (0.854) | (1.551) |
| Observations | 80 | 78 | 80 | 76 |
| Log-Likelihood | -52.4408 | -46.17752 | -45.19968 | -38.37744 |

\* p<0.10 \*\* p<0.05 \*\*\* p<.01 in a two-tailed test.

In table 1, we present the full results of the model that produced figure 6. We also include bivariate models to show that our results are not the product of model specification. As can be seen, the training variable in both cases is positive and statistically significant in both of our models. This suggests that IL training had a positive effect on the likelihood that an instructor either held a session dedicated to IL training or invited a librarian into their classroom. Additionally, we do not find any of the other variables to be statistically significant predictors of whether or not an instructor either held a session or invited a librarian into their classroom.

One potential concern regarding these models is the relatively small number of observations. While this is a concern, one commonly accepted rule of thumb is that there are 10 observations for every predictor variable (Agresti 2019). Seeing that we have 5 predictor variables and 78 (Model 2) and 76 (Model 4) observations, we meet this rule of thumb. One of the main concerns with small samples is a lack of statistical power. Despite this concern, we still find statistically significant results for our main variable of interest—IL training. We anticipate that if we had more observations, we would find even stronger results. Another concern is separation. From the results, it does not appear that this is a problem—as there are not any abnormally large coefficients. Beyond this, it is less of a concern given that the outcomes of our dependent variables—IL training in the classroom—are relatively balanced.

*Section 2: Table of regression output and discussion of results for regression on instructors’ confidence in their IL skills*

**Table 2: Regressions on Confidence in Own IL Skills**

|  |  |  |
| --- | --- | --- |
|  | (1) | (2) |
|  | Confidence | Confidence |
|  |  |  |
| Training | 0.850\* | 0.833\* |
|  | (0.447) | (0.458) |
| Institution |  | 0.129 |
|  |  | (0.586) |
| Seniority |  | 0.293 |
|  |  | (0.489) |
| **Subfield**  International Relations |  | 0.057 |
|  |  | (0.485) |
| Other |  | 1.191 |
|  |  | (0.969) |
| Political Philosophy/Theory |  | 0.215 |
|  |  | (1.464) |
| Cut 1 | 1.229\* | 1.670 |
|  | (0.686) | (1.123) |
| Cut 2 | 1.491\*\* | 1.940\* |
|  | (0.692) | (1.128) |
| Observations | 80 | 80 |
| Log-Likelihood | -68.67398 | -67.56216 |

\* p<0.10 \*\* p<0.05 \*\*\* p<.01 in a two-tailed test.

In table 2, we present the full results of the regression analysis used to produce Figure 7. To show that our results are robust to model specification, we present a bivariate regression in model 1. We find that the training variable is positive and statistically significant. In model 2, we introduce the fully specified model—the model form from which the predicted values presented in figure 7 are derived. As can be seen, the training variable is positive and statistically significant. This suggests that a faculty member having received IL training themselves increases the likelihood of them being more confident in their IL capabilities. Interestingly, we do not find that any of the coefficients for the other variables are statistically significant.