



# Reframing a General Education Course

A Case Study of the ACRL  
Framework in Action

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# Overview

- Background of our partnership
- Evolution of course products and information literacy integration
- Bringing in the frames
- Brainstorming

# Background

- General Education at UNCG
  - LG1. Foundational Skills: Think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies. [GRD, WI, SI, GLT, GFA, GPR, GHP, GMT, GNS, GSB, GL, GN] (UNCG General Education Council 2009).


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- Political Science 240: The International System
  - Core course for Political Science majors
  - Carries GSB and GL General Education markers



# Think, Pair, Share #1

How does your library work  
with General education  
courses at your institution?



# PSC 240 at UNCG

A Case Study

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**Problem:** Annotation exercise felt disconnected, topics already decided before library session, still too much content to cover in a session

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**Problem:** Timing of the searching assignment and topic proposal, amount of grading for the instructor

# Fall 2015 & Spring 2016

**Products:** Topic proposal, annotated bibliography, Memo to the President, elevator talk



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**Session:** intentional integration of the Framework (authority is constructed and contextual, research as inquiry), heavy focus on research question development

# The session

Class worksheet

# Authority is constructed and contextual

“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” (ACRL 2015).

# Authority is constructed and contextual

Knowledge practice:

- “define different types of authority, such as subject expertise (e.g., scholarship), societal position (e.g., public office or title), or special experience (e.g., participating in a historic event)” (ACRL 2015).

# Authority is constructed and contextual

“Before you start searching, take a minute to think about which organizations or people in general would be authoritative sources on your topic. List a few ideas below.” (from [class worksheet](#))

This aligned with changes to the assignment.

# Research as inquiry

“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” (ACRL 2015).

# Research as inquiry

Relevant knowledge practice:

- “Determine an appropriate scope of investigation” (ACRL 2015).

Relevant disposition:

- “Consider research as open-ended exploration and engagement with information” (ACRL 2015).

# Research as inquiry

In Spring 2016, we integrated an additional [class activity](#) before diving into the worksheet.



## Think/Pair/Share #2

Partner up and brainstorm a short in-class activity that you could do based on the research as inquiry frame.

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# Problems

- Requires instructor buy-in
- IL concepts must be integrated throughout the course
- Teaching the integration of sources into a paper
- Memo format

# Benefits

- Memo format (for some students)
- Students chose sources appropriate to their level
- More in line with real work in Political Science/Public Policy

# References

- Association of College and Research Libraries. (2015). Framework for information literacy for higher education. Retrieved from <http://www.ala.org/acrl/standards/ilframework>
- Friedman, S. & Miller, R. (2016). Launching students towards source-based writing. *College & Research Libraries News* 77(4), 198-201. Retrieved from <http://crln.acrl.org/content/77/4/198.full.pdf+html>
- UNCG General Education Council. (2009). UNCG General Education mission and goals. Retrieved from <http://utlc.uncg.edu/wp-content/uploads/2014/11/aaGeneral-Education-Mission-and-Goals.pdf>

# Questions?

**Thank you!**

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