Appendix A: The Infographic Assignment
Students were provided with an assignment similar to what is included here, with information varying slightly depending on the content in the course.

USING SCHOLARLY LITERATURE TO CREATE AN INFOGRAPHIC
For this assignment, students will summarize a piece of scholarly literature in an infographic. Infographics provide an opportunity for students to develop a tangible skill that enhances their communication toolkit for the future. Moreover, they provide an opportunity for students to apply research skills using information and visual literacy skills, as well as technology-based tools that are engaging, increasing the likelihood for retention of information.

Students will share their infographics in as a discussion posting on the course LMS. While each student will read one article closely, they will also gain a broad understanding of the scholarly conversation by viewing the work of their classmates.

COMPONENTS OF THE INFOGRAPHIC
The infographic should contain the following pieces of information from the article, but how these pieces look and appear on your infographic is up to each student.

- Article title
- Research question
- Theory
- Hypothesis
- Findings
- Implications
- Full APSA citation

STEP 1: PICK AN ARTICLE
Pick a scholarly article – students may choose from the list below, or select one related article approved by the instructor.

1. Rocha, Rene R. and Tetsuya Matsubayashi. 2014. "The Politics of Race and Voter ID Laws in the States: The Return of Jim Crow?" *Political Research Quarterly* 67(3): 666-679.
2. White, Ariel R., Noah L. Nathan, Julie K. Faller. 2015. "What Do I Need to Vote? Bureaucratic Discretion and Discrimination by Local Election Officials." *The American Political Science Review* 109(1): 129-142.
3. Banks, Antoine J. and Heather M. Hicks. 2016. "Fear and Implicit Racism: Whites' Support for Voter ID Laws." *Political Psychology*37(5): 641-658.
4. Pettigrew, Stephen. 2020. "The Downstream Consequences of Long Waits: How Lines at the Precinct Depress Future Turnout." *Electoral Studies*.

STEP 2: READ THE ARTICLE AND FIND THE RELEVANT INFORMATIOON
Reading an academic article is a bit different than reading a popular press article or a book. Academic articles all follow the same format, making it easier to get through dense material and find relevant information. Using the strategies discussed in the course, read the article

identifying the necessary components in the article. Make sure you can answer the following questions:

- What is the article title?
- What is the research question?
- What is the theory?
- What are the hypotheses?
- What are the findings?
- What are the implications of the article? What does it tell us about the world?
- Full APSA citation (the articles listed above are cited in APSA format for you)

STEP 3: CREATE YOUR INFOGRAPHIC STRATEGY PLAN

Once students have identified the necessary components, they will need to decide what information is most relevant or useful for the infographic. Consider the following questions:

- What results stand out? What results are most interesting?
- Which hypothesis is most interesting?
- Do any of the findings tell us something totally new about the world?
- If the theory is correct, how will this change politics? Political behavior?
- What graphics or type of graphics will best communicate the results?
- What colors will best communicate the results? Are these colors accessible?
- What font style and size is most appropriate?

Now, consider sketching a rough draft of what you envision for your infographic on a piece of scratch paper. Make sure that the information included will quickly and easily communicate the important findings to a causal reader without subject area expertise.

STEP 4: MAKE YOUR INFOGRAPHIC!

These instructions are specific to Canva and Canvas, but can be adapted to other platforms and LMS systems.

- Go to Canva - https://www.canva.com, create a free account, and log in – **you do not need to pay for anything, use only the free resources.**
- Click on the button for "Infographic"
- Select a template – the choice is entirely up to you!
- Add the necessary information from the necessary components listed above
- Use the menus on the left side of the Canva page to add Elements (images, designs, etc.) to complete your infographic in line with the strategy plan.
- Download the infographic as a jpg and upload it to Canvas as a discussion post (see the guide below).

STEP 5: REVIEW THE INFOGRAPHIC

If necessary, make any revisions so your draft tells a complete and clean story about the question, theory, hypothesis, findings, and implications. The best infographics will contain the following:

- Content

    - Necessary information from the assignment is included.
    - The topic and main ideas being conveyed are clear and easily understood.
    - The necessary components are visible, and the information is correct.
- Graphics
    - Graphic choices are relevant and sized appropriately
    - Color, shape, size, and arrangement of graphics contribute meaning to the message.
    - Design/layout is visually appealing and clear.
- Mechanics
    - Writing mechanics and grammar are correct throughout
- Source/Reference
    - Clear citation is provided in APSA format so readers can access the full article, if interested.

Appendix B. Step-by-Step Canva Directions for Canvas Submission

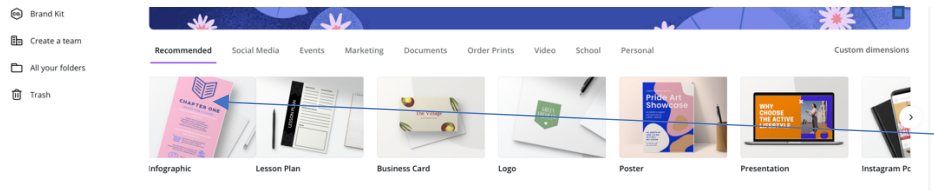
Canva allows students to select from free clipart images or create or upload their own graphics, making it an appropriate resources for students at different levels of visual literacy.
For example, consistent with ACRL's (2022) second theme in VL where learners perceive visuals as communicating information, students in introductory courses beginning to develop their VL skills can focus on finding images that already exist that will communicate the desired information. This approach allows students to define and articulate the need for visuals within the project, assess the intended audience and manner in which their work will be shared, and consider how the use of visuals will support the purpose of the project (ACRL 2022). Similarly, students in more advanced courses or with more developed VL skills can go a step further in how they create their infographics, incorporating their own visual representations of the material. Students could include relevant pictures, graphics, data visualizations or graphs (either from an article or their own research depending on the course level and any licensing requirements), or directed acyclic graphs to show causal relationships between variables used in an analysis. For example, students in a research methods course could be tasked with creating infographics of their own original research projects. Using their own images allows students to reflect on the role of personally-created visuals as meaningful contributions to research, learning, and communication (ACLR 2022).[1] Further, student created visuals present an opportunity for the class to practice visual discernment, specifically whether a visual could be considered authoritative or credible in a particular context (ACRL 2022).[2] The flexibility allows for the infographic assignment to be used in a variety of class levels and contexts, or to be differentiated if students are at different levels of experience with IL and VL.

Directions for Students

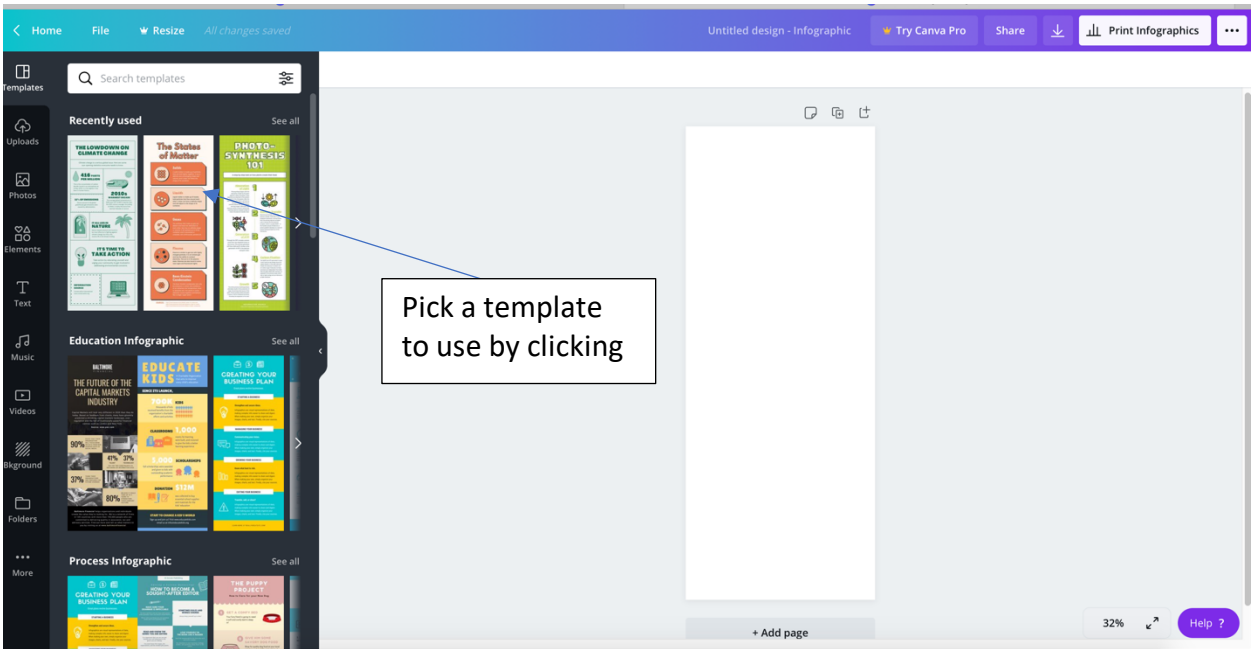
These directions apply to the Canvas LMS, but a similar approach can be used in across other LMS platforms.

- Go to Canva - https://www.canva.com, create a free account, and log in – **there is no need to pay for anything, use only the free resources.**
- Click on the button for "Infographic"
- Select a template
- Add the necessary information from the necessary components listed above
- Use the menus on the left side of the Canva page to add Elements (images, designs, etc.) to complete your infographic in line with the strategy plan.
- Download the infographic as a jpg and upload it to Canvas as a discussion post (see the guide below).

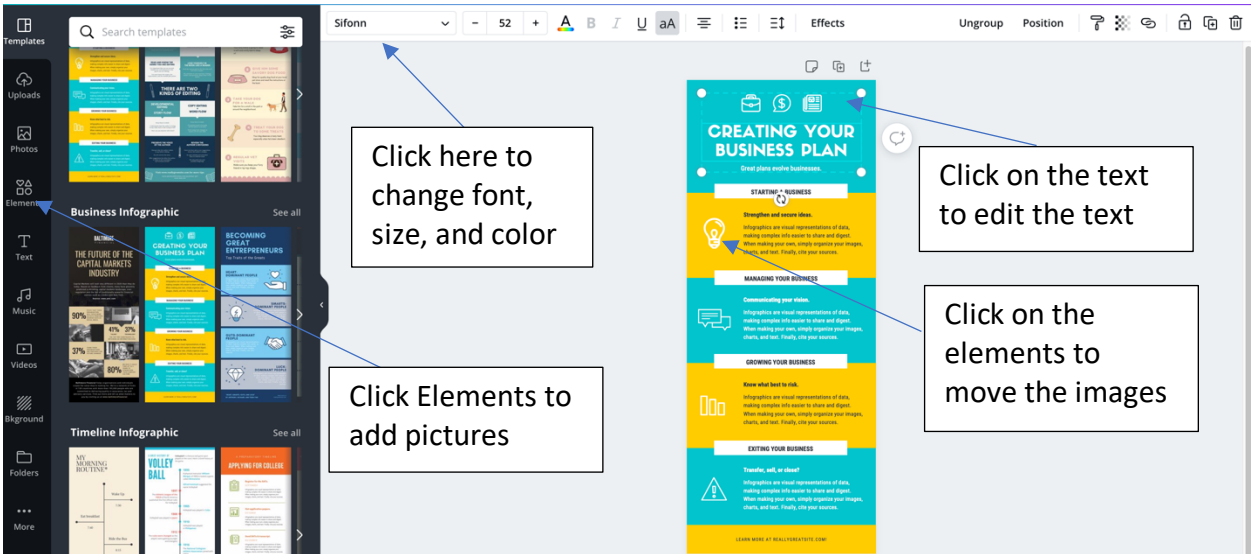
[1] ACRL (2022) connects this concept to the 2016 IL framework, specifically as it relates to the idea that information has value and scholarship as a conversation.
[2] ACRL (2022) connects this concept to the 2016 IL frames of authority is constructed and contextual, information has value, and searching as strategic exploration.



Select infographic



Pick a template to use by clicking

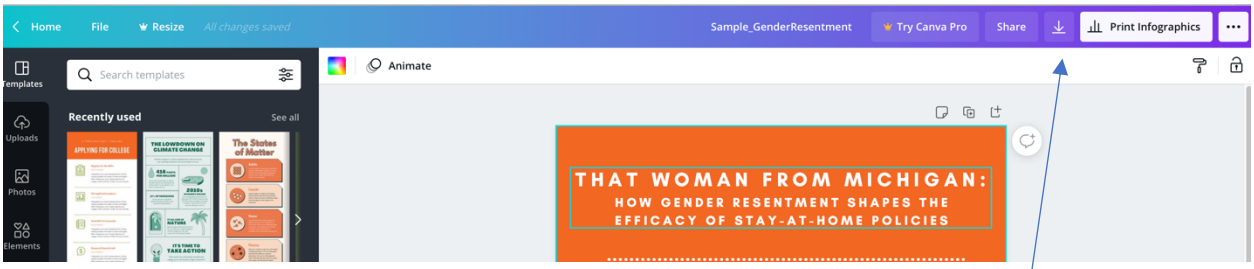


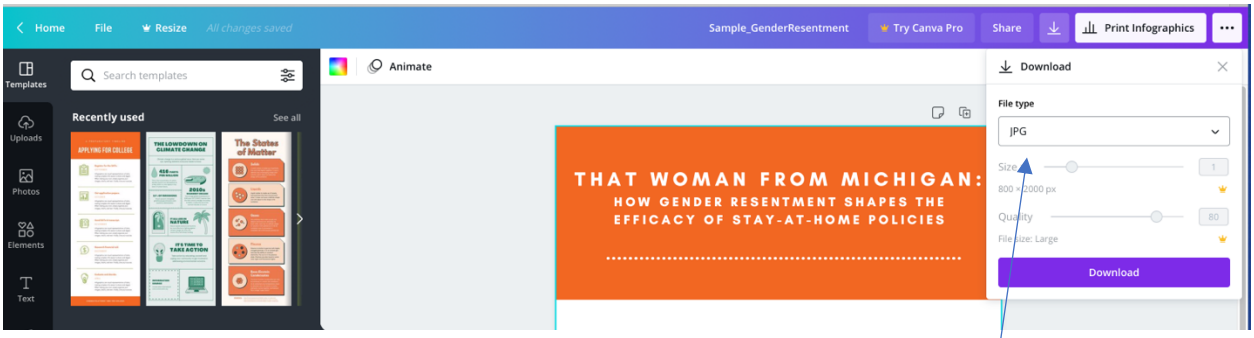
Click here to change font, size, and color

Click on the text to edit the text

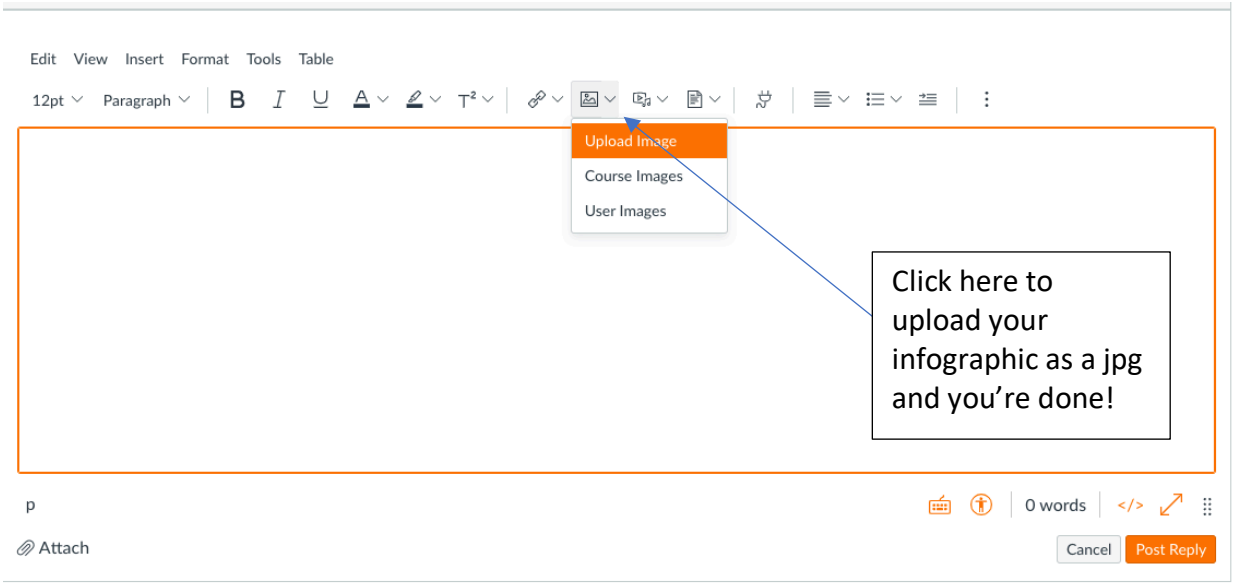
Click Elements to add pictures

Click on the elements to move the images





Once you complete your infographic and save the file, upload it to your discussion post on Canvas by clicking the image button in your discussion post.



Use this link for more information on how to upload images to Canvas discussions, including other ways to upload the file, adjust the size, and edit the attributes: https://community.canvaslms.com/t5/Student-Guide/How-do-I-embed-an-image-in-a-discussion-reply-as-a-student/ta-p/313

Appendix C. Sample Infographic for Students in an Introductory Course

This is a sample infographic from an academic article. The infographic should include these components, but the organization and images may be different – make it your own! Include the required components and necessary supporting information as is done in the sample.

Article title

Research question

Theory

Hypotheses

Results

Implications

Full APSA citation

Appendix D. Infographic Activities and ACRL Standards

Assignment Components	ACRL Standards*
Identification Components	
Research Question	RaI, SaC
Theory	RaI
Hypothesis	RaI
Results	RaI, SaC
Implications	RaI SaC
Visual Components	
Identify relevant visuals	VCI
Create relevant visuals	VCI
Summarize with visuals	VCI
Sample Discussion Prompts for Students	
Using the information from your article and your classmates' infographics, identify additional research questions relevant to the topic.	RaI
Using the information from your article and your classmates' infographics, summarize the state of your knowledge about this topic in one- to two-sentences. What areas do you want to learn more about? What questions remain?	RaI
Using the information from your article, how do the authors build on the previous work on this topic? What information was necessary to learn to be able to ask (and answer) this questions?	RaI, SaC
Using the information from your article and your classmates' infographics, identify additional relevant scholarly articles that you would recommend someone read if they wanted to learn more about this topic.	RaI, SaC
Using the information from your article and your classmates' infographics, identify a recent news article relevant to the topic. How does the academic article relate to the current event? What questions remain?	SaC
Using the information from your article and your classmates' infographics, what conflicts appear between the articles and their conclusions? What would be a way to mediate the conflicts between pieces?	RaI, SaC
Using the information from your article and your classmates' infographics, what do the infographics tell you about the topic? How do they advance your understanding of the topic (consider content, visuals, color, etc.).	VCI

Using the information from your article and your classmates' infographics, create an alternative visual communication of the material (such as a mind map). Do you notice additional similarities or differences across the work of your classmates?	VCI
Reflecting on your infographic and the work of your classmates, how does the creation of the infographic contribute to research, learning, and communication?	VCI

***Key Aspects of IL and VL Frameworks Covered by the Assignment** (ACRL 2016; 2022).
RaI: Research as Inquiry
SaC: Scholarship as Conversation
VCI: Visuals Communicate Information

These components map onto other frames of IL and VL, but the table focuses on the frames that receive a heavy emphasis in the assignment.

APPENDIX E. Student Demographics

The university is a large, public research university with a total enrolment of 17, 357 students on the main campus. The Carnegie classification is R2: Doctoral University – High Research Activity. Of all undergraduate students, 69% receive grant or scholarship aid, 28% receive Pell Grants, and 61% receive federal student loans (NCES 2017). The course was online and synchronous in the Spring of 2021 due to the pandemic, but the assignment has since been used in subsequent asynchronous and face-to-face classes with similar results. On the campus, Introduction to American Government fulfills a requirement for political science majors, as well as a number of general education requirements across campus.

Of the 55 students enrolled in the course, 48 students completed the anonymous pre-test and 35 students completed the anonymous post-test. Students were encouraged to take the survey with the reward of five extra credit points on their midterm and final exams. If students were under the age of 18 or chose not to complete the survey for any other reason, they were offered a short assignment of equivalent length to earn the extra credit on the exams. Students were also free to skip questions or choose not to complete the survey at any point. Consent for participation was obtained through distribution of an informed consent document and recorded as the first question in the survey, which asked respondents to click on an "Agree" button indicating they had read the informed consent document, voluntarily agreed to participate, and were age 18 or older. As participants were students, responses and raw data were promised to be confidential and available to the author. The author is happy to make available the summary data upon request.

Survey respondents identified as 9% freshman, 39% sophomores, 33% juniors, and 19% seniors. The composition of this course was about 25% political science or other social science major and 75% non-social science major. When asked to self-report their GPA, 13% reported a GPA above a 3.7 (on a 4.0 scale), 16% reported between 3.5 and 3.69, 36% were between 3 and 3.49, 20% were between 2.5 and 2.99, and 16% were under a 2.49. 56% of respondents self-identified as female.

Appendix References:

Association of College & Research Libraries (ACRL). 2016. The Framework for Information Literacy in Higher Education. Retrieved from https://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf

Association of College & Research Libraries (ACRL). 2022. Companion Document to the ACRL Framework for Information Literacy for Higher Education – The Framework for Visual Literacy in Higher Education. Retrieved from https://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/Framework_Companion_Visual_Literacy.pdf

Kalaf-Hughes, Nicole, and Debra Leiter. 2020. "That Woman from Michigan: How Gender Resentment Shapes the Efficacy of Stay-at-Home Policies." *Politics & Gender* 16(4): 983-990.

National Center for Education Statistics, U.S. Department of Education. 2017. College Navigator.