



Research and Information Literacy with Library Resources

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TRINE UNIVERSITY

Research and Information Literacy with Library Resources

Book Summary:

This resource will share best practices for using the library website and other library resources. This book has three significant sections. The first is the “Start Here” material which lays the foundation for how to search, where to search, and why you should use the library, where students or faculty. The subsequent sections are meant to aid students in their research for courses and to aid faculty as they locate resources and learning materials for their courses. Additional information related to citation, plagiarism, and academic integrity will also be included in this content. This is a collaborative effort between Trine University and PALNI, to better serve students, faculty, and staff as they use library resources.

Learning Outcomes:

- Answer key questions regarding a library search with the library website. **(LO1)**
- Execute better strategies for a successful search using the library website. **(LO2)**
- Locate scholarly resources in the library website. **(LO3)**
- Demonstrate ability to cite sources in APA Style Format. **(LO4)**
- Examine strategies for maintaining academic integrity. **(LO5)**

PART ONE: START HERE

This section is will cover three foundational areas related to searching with the library. These topics are the introduction to the student and faculty sections. Please review them before the other parts of the book.



[“Start Here – Moorten Botanical Garden – Palm Springs, California”](#) by [ChrisGoldNY](#) is licensed under [CC BY-NC 2.0](#).

- Frequently Asked Questions
 - How does searching with the library work?
 - What can I do with the library search page?
 - Where do I search the library database?
 - Why should I use it?
- A Boolean Search
- How to Complete a Successful Search in Five Minutes

Library Search

University libraries offer both physical and digital materials that can be used for research as a student or a faculty member. This chapter should provide a foundation for all who use this book. By the end of this chapter, you should be able to:

- Answer key questions regarding a library search with the library website. **(LO1)**
-

Question 1: Where is the library?

The library can be found through your university website, usually under student support. This website is the gateway to finding research materials or textbooks for your courses; use it often. It is provided to you as a student and if you have questions, contact a librarian. Here is an example of a library website, from Trine University. You can select this [link](#) to open it in a browser or you can expand the window below by selecting the icon in the upper right corner.



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<https://pressbooks.palni.org/resinfo/libres/?p=5#h5p-1>

Question 2: Why should I use the library?

With the library, whether student, faculty, or staff, there is unlimited potential for benefits. At the library, you can:

- Write better papers with help from a research librarian.
- Have access to paid content that is not available through an internet search.
- Access content like books, articles, movies, and music.
- Study in a quiet space in a group or individually.
- Build skills in hands-on technology workshops.
- Schedule appointments with tutors.
- Discover your next read!

Ultimately the library is provided to you as an active member of the university community, it is important to use this important resource so it can continue to be made available.



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<https://pressbooks.palni.org/resinfo/libres/?p=5#h5p-3>

References for Remixed Content:

Binghamton University Libraries (2015). *Why use library resources?*

[Video] YouTube. <https://www.youtube.com/watch?v=Yavjy9dpNNw>

Montana State University (2022). *Virtual Library Orientation*. Montana State University Library. Retrieved May 25, 2022, from <https://guides.lib.montana.edu/c.php?g=1025661&p=8233781>

UNT Libraries (2021). *Collection Development Policy*. UNT Libraries. Retrieved May 25, 2022, from <https://library.unt.edu/policies/collection-development/>

A Boolean Search

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search using the library website. **(LO2)**

Boolean search terms or operators were invented by a mathematician George Boole in 1854. It was quickly forgotten at the time, but it is ideal when applied to searching computerized databases (like a library). Boolean logic uses three operators to demonstrate relationships between terms and definitions. These are **AND, OR, NOT**. It may be helpful to consider the mental model below, to understand how these terms work:

Imagine ordering pizza, do you want:



This work "Boolean Pizza" by Andrea Bearman is licensed under [CC-BY 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

How Boolean Operators Work

Boolean operators aid to narrow the research field. Each operator acts differently with your keywords. Please remember to capitalize the operators in order for them to be recognized by the search engine.

AND

AND means that you wish to connect all of the keywords you have

specified in the search bar. AND is most useful when you have many keywords that you are searching for all and all of them should be included in the search results. This will help limit the results, narrowing the amount of research to filter through to determine what is relevant to your needs. But, be careful to not limit your results too far with too many key words. Here's an example: if you wanted to search for organizational leadership and ethics, it would be beneficial to form your search terms like:

organizational leadership AND ethics

OR

OR is used when you want at least one of the search terms included in the search results. OR guarantees that one of your terms is present, but not necessarily all of the terms. When you use OR, you'll retrieve more results than if you just searched one of those terms. This is useful when you want to search synonyms or closely related concepts for your topic. Here's an example, if you wanted to search organizational leadership, but realize that management may also be a relevant alternative to leadership:

organizational leadership OR management

NOT

NOT is used where there are words that may be irrelevant. For example: homonyms. Examples: bat, compacts, desert, fair, lie,

hinge, and others. If you repeatedly find results that are matching the wrong definition, using the NOT operator will eliminate some, if not all, of those definitions. For example, consider diversity, equity, and inclusion. Equity has multiple definitions. In this case, you could search for these materials and eliminate unrelated content.

diversity equity inclusion NOT home

Mixing Operators

Once you understand how Boolean operators work you can begin to mix them together to filter results more thoroughly. First, you can combine OR and AND. Here's an example that combines some of the previous examples, recognizing that leadership and management may be synonymous, but you would also like a connection to ethics. This is just an example of how two operators can work together, you can also combine NOT with another operator.

(organizational leadership OR management)
AND ethics.

The ultimate example is to combine all of the operators. Remember that you may have to test searching with different terms and operators in order to find the right results for your research. Sometimes adding a second or third operator, may restrict the results too much or not in the way you intended. Here's an example to consider that combines all three operators.

(organizational leadership OR management)
AND equity NOT home

Conclusion:

To conclude, try searching in Google or another search engine to test out the Boolean operators. This is a helpful strategy to use when researching content. The following resources may be additional, helpful resources that can further your education related to Boolean searching.

More resources related to Boolean searching



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<https://pressbooks.palni.org/resinfo/libres/?p=41#h5p-4>

- [Search Logic and Boolean Connectors](#), University of Minnesota
- [Boolean Operators](#), Iowa State University
- [How to Conduct a Boolean Search](#), Coalition of Essential Schools

References for Remixed Content:

- EMU Library (2019, April 1). *Research tip: An introduction to Boolean searching* [Video]. YouTube. <https://www.youtube.com/watch?v=qYGAaiwX3VA>
- Hanson, K. & Paul, P. (n.d.). *Information strategies for communicators*. University of Minnesota. Retrieved May 25, 2022, from <https://open.lib.umn.edu/infostrategies/chapter/8-9-search-logic-and-boolean-connectors/>
- Quibell, A. & Cramer, E. (n.d.) 6.8 *Boolean operators*. eCampus Ontario. Retrieved May 25, 2022, from <https://ecampusontario.pressbooks.pub/gccomm/chapter/boolean-operators/>

How to Successfully Search in Five Minutes

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search using the library website. **(LO2)**
 - Locate scholarly resources in the library website. **(LO3)**
-

Need a quick start? Try this five minute search activity. Using what you have learned regarding Boolean Operators and some of the other strategies listed, you should be able to successfully find a relevant resource in five minutes or less. Set a timer and see if you can do it.



Resources and Strategies for a Successful Search

Below are some strategies to try when searching the internet and library databases for information. To learn more, you may want to visit [Excelsior College website](#).



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<https://pressbooks.palni.org/resinfo/libres/?p=43#h5p-6>

Here are some well-presented ideas to consider when researching. These elements can help you select better research as you work on paper, projects, and for the future.



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<https://pressbooks.palni.org/resinfo/libres/?p=43#h5p-5>

References for Remixed Content:

Chalabi, M. (2017, April 17). 3 ways to spot a bad statistic [Video]. YouTube. <https://www.youtube.com/watch?v=Zwwanld4Tlw>

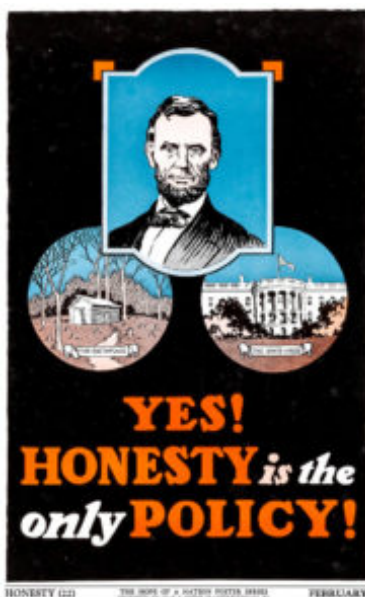
Nolan, M. (2012, December 11). How to separate fact and fiction online [Video]. YouTube. <https://www.youtube.com/watch?v=sNV4yIyXXX0>

Rowson, T. (2020, May 28). Are search results actually biased [Video]. YouTube. <https://www.youtube.com/watch?v=FDC122bCbvc>

Sheehy, S. (2018, November 26). The case for curiosity-drive research [Video]. YouTube. <https://www.youtube.com/watch?v=PlytMrKfOFA>

PART TWO: HONESTY IS THE BEST POLICY

This section has one unifying theme to it: honesty. It is



[“Honesty’ – The Hope of a Nation Poster Series, Works Progress Administration, 1937”](#) by [gameraboy](#) is licensed under [CC BY-NC 2.0](#).

imperative, whether student, faculty, or staff that you act with integrity at all times. This is especially true when it comes to using resources that are not resources you have made yourself. In this part of the book, the following sections will be covered and as you will notice, honesty is a component in each section.

■ Chapter 1: Plagiarism and Academic Integrity

- Chapter 2: Citing Sources
- Chapter 3: Copyright, Fair Use, and Public Domain
- Chapter 4: Media Bias, Information Cycles, Communication Sources, Misinformation, and Media Bias
- Chapter 5: Literature Reviews and Scholarly Conversation

Chapter 1: Plagiarism and Academic Integrity

By the end of this chapter, you should be able to:

- Examine strategies for maintaining academic integrity. **(LO5)**

What is Plagiarism?

Review the following slides to learn more about plagiarism and how to prevent it, this will help you maintain academic integrity. You can expand the slides to full screen by selecting the lower right corner of the slides.



“Staff and student perceptions of plagiarism” by jobadge is licensed under CC BY-NC 2.0.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/resinfolitlibres/?p=90#h5p-7>

Academic Integrity

The work you do as a student or faculty member represents you as a person and reflects your academic integrity. It is solely your responsibility to be honest and forthright when conducting research. If you are not sure on how to do that, contact your library or relevant instructor for more help and guidance. Select each of the hot spots on the graphic below to learn about the different components of academic integrity.



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<https://pressbooks.palni.org/resinfo/libres/?p=90#h5p-10>

If you still are not sure how to maintain academic integrity, here are some strategies that could help you:

1. **Class Participation:** Attend class regularly and arrive on time; complete assigned work on time; listen respectfully to the ideas of others; advance the conversation with your own questions/answers.
2. **Course Readings:** Read assignment materials. Read in chunks by previewing section headings first; distribute your reading through the week.
3. **Exams, Tests, and Quizzes:** Use only the allowed resources, whether in-class or at-home when completing assessments. Study thorough ahead of time in a way that meets your learning needs.
4. **Papers, Projects, and Presentations:** Write true, honest papers and cite the work of others where applicable; cite everything

- (images, videos, data, etc.). If you need help: **ask!**
5. Research: Log notes and develop a system to distinguish your ideas from others; develop a working-references list to track the resources used.
 6. Group Assignments: Clarify instructor expectations, participate responsibly.
 7. Lab Work: Work together with your partner; keep your own notes, write your own results; record data as honestly as possible, do not rely on your memory.
-

References for Remixed Content:

PALNI (2022, June 3). *Academic integrity*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule10

PALNI (2022, June 3). *Understanding plagiarism and citing sources*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule11

Purdue Owl (2021). *In-text citations: The basics*. Purdue OWL. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

University of Waterloo Library (n.d.). *Principles of academic integrity*. University of Waterloo. <https://uwaterloo.ca/library/research-supports/academic-integrity/academic-integrity-tutorial/fundamental-values-academic-integrity/academic-misconduct/principles-academic-integrity>

Chapter 2: Citing Sources

By the end of this chapter, you should be able to:

- Demonstrate ability to cite sources in APA Style Format. **(LO4)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

Test Yourself

Complete this pre-test to see what you know already about citations. Then, review the following content to identify more strategies for maintaining academic integrity.



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<https://pressbooks.palni.org/resinfolitlibres/?p=124#h5p-9>

Citations Continued

Citations are formatted in specific ways, depending on the style being used. For this textbook, we are only going to use APA Style. But MLA is another popular option (and there are many more!). In-

text citation for APA Style should at minimum include the author(s) and year of publication. It is recommended to include a page range, so the reader can more easily refer to it, but it is not required. Here's some examples of in-text citation:

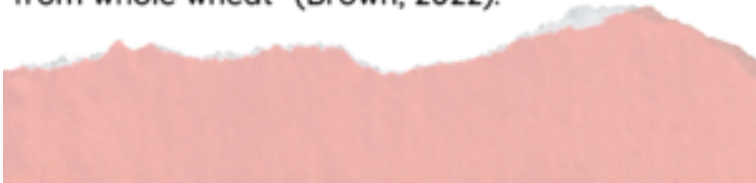


In-Text Citation Examples

According to Brown (2022), sandwiches are best made with whole wheat bread.

Sandwiches are best made with whole wheat bread (Brown, 2022, p. 13).

Brown made a potentially divisive statement that "the majority of top-rated sandwiches are constructed using only the finest bread made from whole wheat" (Brown, 2022).



Citations can be summaries, paraphrases, or direct quotations. Summaries are when you provide a brief overview of what the source material provided. Paraphrases are when you restate the ideas from the source using your own words and style. And direct quotes are exactly that: direct quotes. Can you look at the examples above and determine which kind of in-text citation it is?

References

Regardless of citation style (e.g. APA, MLA, etc.), there should be a hanging indent. The hanging indent leaves the beginning of the citation at the far left of the document and then each line after the first is indented. To do this in **Microsoft Word** follow these steps:

- Highlight the citation information
 - From the Home Tab, select the bottom-right hand arrow in the paragraph menu (Keyboard short cut for highlighted text: Control + t)
 - Or, if you prefer to use a drop-down menu, highlight text and go to “Home” then “Paragraph”.
 - Select the “Indents and Spacing” tab. Under “Special” select the drop down menu and change to “Hanging”.
 - Select “Okay” to save these settings.
-

References for Remixed Content:

American Psychological Association (2022). *Style and grammar guidelines*. APA Style. <https://apastyle.apa.org/style-grammar-guidelines>

PALNI (2022, June 3). *Understanding plagiarism and citing sources*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule11

Purdue Online Writing Lab (2022). *General format*. Purdue OWL. https://owl.purdue.edu/owl/research_and_citation/

[apa_style/apa_formatting_and_style_guide/
general_format.html](#)

Chapter 3: Copyright, Fair Use, and Public Domain



By the end of this chapter, you should be able to:

“Large copyright sign made of jigsaw puzzle pieces” by Horia Varlan is licensed under [CC BY 2.0](#).

- Examine strategies for maintaining academic integrity. (LO5)

Copyright

Copyright is a difficult topic, there is a lot to learn and it can be confusing. The aim is that by the end of this module you will be able to recall basic facts and concepts to improve your research strategies.



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<https://pressbooks.palni.org/resinfolitlibres/?p=92#h5p-12>

The Basics of Copyright

Copyright is the area of law that limits how others may access and use the original works of authors (or creators), works spanning the spectrum from novels and operas, corporate manuals, archives, cat videos, to scribbles on a napkin. There are variances from one country to another, but there are commonalities due to international treaties. According to the United States Constitution, Article 1, Section 8, the function of copyright is to promote the progress of science and the arts.

What is copyrightable?

- Copyright grants a set of exclusive rights to copyright owners, which means no one else can copy, distribute, publicly perform, adapt, or otherwise use the work without permission of the copyright holder.
- Copyright provides economic and moral rights to the works.
- Copyright grants rights to all works of literary authorship. All works must meet a certain standard of originality to warrant copyright. The work must have been a creation of its creator and not copied from another work.
- Copyright does not protect facts or ideas, only the expression of those facts or ideas. While copyright gives creators control over their expression of an idea, it does not allow the copyright holder to own or exclusively control the idea itself.

Purposes of Copyright

- Utilitarian: copyright is designed to provide an incentive to creators. The aim is to encourage the creation and publication

of new works for social benefits; there are also economic benefits associated with copyright.

- Author's rights: under this rationale, copyright protection serves to recognize and protect the deep connection authors have with their creative works. This rationale is founded upon moral rights, which ensure attribution for authors and preserve the integrity of creative works.

For more information about Copyright and Other Forms of Protection, check out this textbook that includes information about [OER and Copyright](#).

The Basics of Fair Use

Fair use is a set of parameters for you and others to use a copyrighted work on a limited basis. Fair Use allows work to be transformed or used without permission and is determined by how the work is used. There are four factors that play into this determination: the purpose and character of the use, the nature of the copyrighted work, the amount of the work that is used, and the effect of the use on the potential market.

Only a federal court judge can determine if a work is used fairly, but here are a few general guidelines for anyone wanting to use content in their work.

- Why do you want to use a work that is not your own? Is it relevant to your research? Does it help explain a specific concept you are writing about?
- Try to only use exactly what you need. For example: instead of a whole image, can you use a cropped section just as well?
- Remember that you cannot resell or claim a work that is not yours as yours, even if you change it slightly. You must credit authors of copyrighted work when appropriate.

Public Domain and Creative Commons

In addition to Fair Use, there is also Public Domain and Creative Commons. These items are either outlived its intellectual rights (95 years in the United States) or has been openly licensed to allow creators to share their copyrighted work under “some rights reserved”. Creative Commons provides different layers of licensing that allow the owner of the work to decide how others can use their work, including a public domain tool called CC-Zero. To learn more about these options, refer to this textbook with content on [OER and Copyright](#).

References for Remixed Content:

- Bearman, A. (2022). *An OER workshop*. PALNI Press. <https://pressbooks.palni.org/anoerworkshop/chapter/chapter-1/>
- PALNI (2022, June 3). *Copyright, fair use, and public domain*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule12

Chapter 4: Media Bias, Information Cycles, Misinformation, and Spotting Fake News

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Locate scholarly resources using the library website. **(LO3)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

Media Bias

The first thing to keep in mind when reviewing a source is media bias. Bias may not always be blatant or obvious, it is important to review research and articles analytically. It can also be beneficial to read articles that represent different sides and perspectives. Here are the seven types of media bias and a bit about each of them.

1. Sources: Ask yourself, “Who benefits from this? Who funded it?” Does the article balance the types of sources they use? Do they cite sources at all? How does the author label their sources?
2. Omission: Does the article tell both sides of the story? Does it leave out a specific perspective? Is the the topic only covering right-leaning or left-leaning media? This form of bias may be harder to spot if you are unfamiliar with the story.
3. Loaded Language: There are two types of loaded language: purr and snarl. Purr means the language used evokes a pleasant, warm feeling in the reader. Snarl words provoke

anger.

4. Mind Reading: Does the author of the article propose to know what is going on in the mind of someone they haven't interviewed?
5. Opinions: Does the article present opinions as facts?
6. Flawed Logic: Does the article jump to conclusions that are unfounded?
7. Spin: Does the writer add their own slant to the facts to make them sound positive or negative?

Information Cycles

Information is produced and distributed according to a general pattern, sometimes called "Information Cycles". If you know these patterns and know which types of information sources are the most appropriate for any given assignment, it is likely that you will be more successful in finding what you need.

Please review the slides below to learn more about information cycles. Select the double-pointed arrow in the bottom right corner to expand the slides to full screen.



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<https://pressbooks.palni.org/resinfoitlibres/?p=94#h5p-13>

Misinformation

There are seven types of misinformation. There may be potential overlap in some areas, but all are relevant to how research is conducted.



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<https://pressbooks.palni.org/resinfoitlibres/?p=94#h5p-14>

For more information on how to spot misinformation, view this short video on Spotting Fake News:



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<https://pressbooks.palni.org/resinfoitlibres/?p=94#h5p-15>

Vetting Your Research

There is often a “vetting process” involved within the context of a news media story. “Vetting” means that the content has been verified for accuracy and is ready to be shared publicly for use and application. If anyone moves too quickly to release information or a story before the vetting process is complete, it is possible that

the information is inaccurate or incomplete. Examples may include but are not limited to: media outlets competing for a breaking story on who won an election, the verdict in a court case, or even a celebrity death. Sometimes the race to publish leads them to report an outcome that was incorrect.

When you have settled on a topic, you are ready to search for scholarly information to see what the experts are saying about the topic. It takes anywhere from six months to a year for a scholarly resource to be published, because it needs to be reviewed by other experts for accuracy and credibility. When research is based on peer-reviewed journal articles, your research reflects those same expert qualities of authority, accuracy, and credibility. Please select the double-pointed arrow in the upper right corner to enlarge to full screen.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/resinfoitlibres/?p=94#h5p-17>

References for Remixed Content:

- PALNI (2022, June 3). *Information cycles and communication sources*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule7
- PALNI (2022, June 3). *Misinformation and media bias*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule8

Washington State University (2022, June 7). *Newspaper and news*.
Washington State University Library.
<https://libguides.libraries.wsu.edu/c.php?g=294125&p=1959504>

Chapter 5: Literature Reviews and Scholarly Conversation

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

What is a literature review?

A literature review is an evaluation of published literature on a specific topic. When writing a review of literature, you will read as much material as you can find on the topic you've selected and write about it. This typically consists of books and scholarly articles written by experts. While conducting your review, you'll find patterns and also you may notice gaps in the research that can be studied in the future.

There are a few ways to organize your literature review, but what is appropriate may be determined by the topic. Each of the four ways identified below will allow you to identify patterns in literature:

1. Chronologically: Order your review from oldest material to most recent material.
2. Thematically: Structure your review by identified themes or patterns.
3. Methodologically: Organize your content in a similar way to how the content itself is organized.

4. Theoretically: Categorize your review of the literature by different theories.

To help you do this, it may be beneficial to use a literature grid. This grid can help you organize your information and find the patterns. Below is a sample of a literature grid. Select the double pointed arrow in the upper right corner to enlarge. [If you follow this link](#), you can download a template in Excel from Griffith University and learn more about how to organize your research literature. For more information on how to write a literature review see the resources at the end of this chapter.



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You can view it online here:

<https://pressbooks.palni.org/resinfolitlibres/?p=96#h5p-19>

Scholarly Conversation

Scholarly conversation is the existing research on a topic. Research may present opinions that defend or refute the current conversation. The research may show how a conversation has evolved over time, including new perspectives and diverse ideas.

There's an easy three-step process involved in a scholarly conversation:

1. Pre-Research: Review what is currently being shared regarding your research topic. Who is doing the talking? What are the key points?
2. Establishing a Claim: Determine your own opinion and find

relevant research that supports that claim.

3. Evaluate Resources: What stance will you take on an issue? Start engaging in the conversation with the resources you have located then compare and contrast their relevance and relationships.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://pressbooks.palni.org/resinfolitlibres/?p=96#h5p-20>

Tips and Tricks for Conducting a Literature Review

Select the double-pointed arrow in the upper right corner to enlarge.



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<https://pressbooks.palni.org/resinfolitlibres/?p=96#h5p-21>

Additional Resources for Literature Reviews:

Dermod, K., Farnum, C., Jakubek, D., Petropoulos, J., Schmidt, J. and R. Steinberg (n.d.). *Advanced research skills: Conducting literature and systematic reviews*. Toronto Metropolitan University.

<https://pressbooks.library.ryerson.ca/graduatereviews/chapter/things-to-keep-in-mind-when-conducting-a-literature-review/>

Montana State University Library. (2022, June 2). *Literature reviews*. Montana State University Library Guides. <https://guides.lib.montana.edu/literaturereviews/writinglitreview>

City University of Seattle Library (2022, February 18). *Research methods and design*. City University of Seattle Library Research Guides. <https://library.cityu.edu/researchguides/researchmethods/litreview>

References for Remixed Content:

Griffith University (2022). *Organize your research literature*. Griffith University Library. <https://www.griffith.edu.au/library/research-publishing/working-with-literature/organise-your-research-literature>

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PALNI (2022, June 3). *Scholarly conversation*. PALNI Information Literacy Modules https://libguides.palni.edu/instruction_resources/ILModule14

PART THREE: LEVELS OF SEARCHING

This section is about perfecting your search strategy. Research and conducting searches can be a fun adventure once you learn the basics. Who knows where an effective search strategy will take you! This section is organized in increasing levels of difficulty. Please review and complete each section to be a top-level researcher!



[“USS Kidd conducts search and rescue operations for missing Malaysian Airlines flight MH370 \[Image 2 of 2\]”](#)
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- Level 1: Forming the Research Question and Completing Research
- Level 2: Organizing Your Research
- Level 3: Advanced Searching
- Level 4: Primary, Secondary, and Tertiary Sources
- Level 5: Scholarly Articles
- Level 6: Annotated Bibliography
- Level 7: Final Assessment

Chapter 1: Forming the Research Question and Completing Research

By the end of this chapter, you should be able to:

- Answer key questions regarding a library search using library website **(LO1)**
 - Execute better strategies for a successful search. **(LO2)**
 - Locate scholarly resources using the library **(LO3)**
-

What is Research?

There are three types of research to know.

1. **A search for facts or data.** This may be part of the search for the solution to a larger problem to simply the answer to simple question. Concerned with facts rather than knowledge or analysis. It is usually answers that can normally be found in a single source. Example: How did the band Queen decide on its name?
2. **A report or review to collect and synthesize existing information.** This is a summary of the past. These answers can typically be found in a selection of books, articles, and web sites. Example: What is the history of pasta making?
3. **Gathering and analyzing a body of information for new meaning from it or developing unique solutions.** This is “real” research and requires an open-ended question, which does not have a clear answer. This research type will very often

include both of the previous types. Example: Determine whether gang violence is directly related to playing graphic video games.



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here:

<https://pressbooks.palni.org/resinfoitlibres/?p=98#h5p-22>

Generating a Research Question

Review the resources below to learn more about how to generate a research question. Select the double-pointed arrow in the lower right corner to expand to full screen.



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<https://pressbooks.palni.org/resinfoitlibres/?p=98#h5p-23>

Now What?

You have a focused, but not too focused, research question ready to go for a given project. But where do you begin searching? Below is general information about how to start.

General Web Searching

A search engine is something like Google or Bing, where algorithms are used to locate websites that align with the key words entered in the search bar. Search engines are great because they are broad, convenient, and free. Sometimes the information is too broad to find relevant materials or it is difficult to determine the credibility of the information. If you are looking for more general information, like Census data, general web searching with a search engine may be the best place to search.

Library Database

Library databases are collections of published information from books, magazines, newspapers, and journals. They can be focused on a single discipline or more general to include all disciplines. Libraries pay subscription fees so that faculty, staff, and students can access these databases as needed. You will need to use your university login and password to access these databases. Databases are great for research because they are reliable, relevant, and accessible. If you are looking for credible, scholarly sources, the library databases will be your best option.

Academic Search Complete is a great general database to find articles on most topics. Contact a librarian if you need recommendations or assistance.

Wikipedia

Wikipedia is a free, online encyclopedia. When using it, keep in mind that anyone can add, create, or edit information. It is great for gathering general background information, generate search terms, or even to find potential sources. But it is important to note that it is user-created and has no mandatory review process. There is no guarantee the information is reliable, no credentials are provided, and can often contain biases.



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References for Content:

EBSCO Tutorials (2022, March 23). EBSCOhost basic search – tutorial [Video]. YouTube. <https://www.youtube.com/watch?v=vT833d5F2yI>

Frances Wilson Thompson Library (2019, September 17). Brainstorming a research topic using a concept map [YouTube]. <https://www.youtube.com/watch?v=AVtkrnHjMPk>

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PALNI (2022, June 3). Searching for information online. PALNI

Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule2

SciToons (2020, October 5). *What is research?* [Video]. YouTube. <https://www.youtube.com/watch?v=mV0bUQpz468>

Steely Library NKU (2018, January 4). *Developing a research question* [Video]. YouTube. <https://www.youtube.com/watch?v=QauomrFcrXk>

TAMU Writing Center (2016, March 8). *Brainstorming* [Video]. YouTube. <https://www.youtube.com/watch?v=HSufG-AIQYo>

Chapter 2: Organizing Your Research

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

Step 1: Work Smart

What tools you select depends entirely on you as a person. If you prefer to have physical copies versus digital, that will probably guide which tool you use to organize your work. Select one tool from the options below:

1. **Paper Index Cards:** Paper index cards are affordable and easy to implement. You can easily reorganize and move items around.
2. **Basic Online Tools:** These tools are often free and simple to use (Google Keep, Trello, and more). These services are digital versions of note cards or sticky notes.
3. **Citation Managers:** This is a more advanced tool to use (Zotero, Mendeley, RefWorks), which collect, organize, and format citations. While they take some time to set up, they may save you time over the course of a project.

Step 2: Read, Annotate, Organize

1. When you find an article, before you do anything else: write down all of the publication information. Copy and paste this into a Word or Google Doc, a citation manager, and so on.
2. When you find useful information in the article, put down the page number and maybe even the paragraph number to refer to later. It may be helpful to include section number or heading as well.
3. Next, put down the authors words exactly using quotations marks around it. This will make it clear to you later what words are theirs, so you can cite properly. Or you can also summarize or paraphrase a section, use indicators like S or P so you know which format you use.
4. If you want to make notes, mark it as ME so you know that these are your own words or ideas; you could also use your initials.
5. Repeat this format as often as necessary.



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Step 3: Write

- When it is time to write the paper, use the note system to organize your thoughts and process. Developing a system for

you will help you as a student or faculty member whenever you are completely research.

- If you need to adapt throughout the process, keep track of your changes, so that then next time you conduct research you have a streamlined way to conduct research.
-

References for Remixed Content:

PALNI (2022, June 3). *Organizing sources*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule9

Chapter 3: Advanced Searching

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

Advanced Searching

The following slides are going to describe the process for successful searching using EBSCO databases. The same strategies will apply for other databases as well. Remember that some specific elements may vary from one vendor to another. The best strategy is to use multiple search boxes for your search, instead of inputting all of your terms in one search bar. Select the arrow in the lower right corner to expand to full screen.



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<https://pressbooks.palni.org/resinfo/libres/?p=102#h5p-26>

Choosing a Database

Different databases may appear the same because they are produced by the same vendor, when truly, they are quite different. For example, EBSCOhost databases like CINAHL and Business Source Complete look very similar but contain very different content. The good news about this variety from one database to another is that once you become comfortable with one database, if and when you change to another database, the skills you have acquired can be generalized to the new environment. There are three things to consider when choosing a database:

- **Discipline:** The discipline is the academic area of study. Databases often have a broad disciplinary focus for example, a single database on education would not breakdown into smaller databases for each age group (e.g. elementary, middle, high school and higher education).
- **Coverage:** Coverage means the type of records, years of publication included in the journal articles and the number of journal available. Some databases will have the most current content where others may not; some may no longer be actively publishing.
- **Full-text:** Full text means you are able to view the entire article immediately. Sometimes a record may be only a review or abstract, so read carefully.

There's a couple special features that may also be applicable depending on the database:

- **Controlled vocabulary:** This is a research term agreed upon standard terms for different topics, subjects, or issues. Sometimes students and researchers new to a topic might not know all of the different ways to describe a topic.
- **Citation Linking:** This connects a database article to other scholarly works that cite it. This allows the database user to

find scholarly works that may be similar to the original source.

References for Remixed Content:

PALNI (2022, June 3). *Advanced searching*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule3

Chapter 4: Primary, Secondary, and Tertiary Sources

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Locate scholarly resource using the library website. **(LO3)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

Three Types of Sources

The following information is about primary, secondary, and tertiary sources. These categories are helpful to recognize how close (or far) information is in relation to the source. Review the initial definition of each type of source, flip the card to see examples of that source by selecting “Turn”. After reviewing a card, select the right pointing arrow to move to the next card.



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<https://pressbooks.palni.org/resinfo/libres/?p=104#h5p-27>

Differentiation of Source Types

Below are some questions to identify different scholarly resources, using better strategies for completing your research. Of course, if you are not sure, a librarian can help you differentiate between the source types.

Is this a primary source?

If you answer mostly yes to the following questions, then it is probably a primary resource.

- Did the author conduct original research on the topic?
- Is the information the result of a survey?
- Is the information uninterpreted data or statistics?
- Is the source an original document or creative work?
- Did the information come from personal experience?

Is this a secondary source?

If you answer mostly yes to the following questions, then it is probably a secondary resource.

- Did the author consult multiple sources to create this work?
- Is this information an interpretation or paraphrasing of another author's work?
- Did the information come from second-hand reporting?
- Is the source a textbook, review, or commentary?
- Does the source include quotations or images?

Is this a tertiary source?

If you answer mostly yes to the following questions, then it is probably a tertiary resource.

- Did the author consult multiple sources to create the work?
- Is the source an abbreviated summary of multiple sources?
- Is the source a list used to locate other, more detailed information?
- Is the source similar to what you are being asked to write?



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<https://pressbooks.palni.org/resinfo/libres/?p=104#h5p-28>

References for Remixed Content:

Australian National Library (2020, August 4). *Primary, secondary, and tertiary sources* [Video]. YouTube.

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PALNI (2022, June 3). *Primary, secondary, and tertiary sources*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule5

Chapter 5: How to Read a Scholarly Article

By the end of this chapter, you should be able to:

- Execute better strategies for a successful search. **(LO2)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

What is an Empirical Scholarly Article?

Empirical scholarly articles are where authors complete their own study. The purpose of an empirical scholarly article is to share research results with other members of the scholarly community. Explore this hot spot graphic below to learn the format of an empirical scholarly article. Select each of the hot spots on the graphic to learn about each section. Select the icon in the upper right corner to expand the graphic to full screen.



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<https://pressbooks.palni.org/resinfo/libres/?p=106#h5p-29>

How to Read a Scholarly Article

There's no right or wrong way to read a scholarly article, but here are some tips to promote your success when conducting research.

1. Read the abstract, this provides a great overview of the research.
2. Read the discussion and conclusion section next. This will help determine if this is what you need for your research.
3. Read the introduction and literature review.
4. Conclude with reading the rest of the article.

Take notes as you read and make sure to use the strategies detailed in previous chapters to annotate your bibliography clearly and correctly. It is often recommended to read the article twice so you have a full understanding of the information. As you are reading, it may be beneficial to ask yourself these questions:

1. What is the purpose of this article?
 2. What is already known on the topic?
 3. What are the research questions?
 4. How does this article contribute to the field?
 5. What unanswered questions do you have after reading the article?
-

References for Remixed Content:

Bethel University CPS Online Library Services (2019, April 11). *What is a scholarly article?* [Video]. YouTube. <https://www.youtube.com/watch?v=3nx2Kf9Rxro>

Heyworth, G. (2016, March 2). *How I'm discovering the secrets of*

- ancient texts* [Video]. YouTube. <https://www.youtube.com/watch?v=WHjKnNbYiOs>
- PALNI (2022, June 3). *Scholarly articles*. PALNI Information Literacy Modules. https://libguides.palni.edu/instruction_resources/ILModule6
- Villeneuve, M. (2013, June 7). *How I made an impossible film* [Video]. YouTube. <https://www.youtube.com/watch?v=gtpTd3ywwiE>

Chapter 6: Annotated Bibliography

By the end of this chapter, you should be able to:

- Demonstrate ability to cite sources in APA format. **(LO4)**
 - Examine strategies for maintaining academic integrity. **(LO5)**
-

What is an annotated bibliography?

An annotated bibliography brings together your notes and your citations. It is a full list of all of your sources, including fully formatted citations and notes on how you will use the sources. Annotated bibliographies are a common component of research projects. They allow you to collect similar research prior to deciding which sources to actually use for their research project. There are times when annotated bibliographies are included at the end of a research paper as a way to offer additional insight to the audience.

The time it takes to complete an annotated bibliography is long, but the annotations themselves should be brief. An annotated bibliography can be completed in two simple steps.

1. Cite Your Sources

The first part of each entry in your annotated bibliography should be a full and accurate source citation, in whatever style your program or institution prefers to use. Refer to Chapter 2: Citing

Sources for more information about citing sources. It may also be beneficial to refer directly to [APA Style](#) or [MLA Style](#) for full details on their citation methods.

2. Write Your Annotations

A proper annotation has three parts. Remember the annotations should be brief.

- Start by concisely summarizing the source.
- Then, provide a critique and evaluation of the credibility of the source.
- Explain how you will use this source in your research paper.

It may also be beneficial to include these items in your annotation if space allows:

- An explanation about the authority and/or qualifications of the author.
- The scope or main purpose of the work.
- Any detectable bias or interpretive stance.
- The intended audience and level of reading.

The following information includes pro tips for annotated bibliographies. Review the pro tip, then, flip the card to review more information by selecting: “Turn”. After reviewing a card, select the right pointing arrow to move to the next card.



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version of the text. You can view it online here:

<https://pressbooks.palni.org/resinfolitlibres/?p=108#h5p-30>

References for Remixed Content:

Excelsior OWL (2022). *Annotated bibliographies*. Excelsior Online Writing Lab. <https://owl.excelsior.edu/research/annotated-bibliographies/>

Chapter 7: Final Assessment

This final assessment summarize what has been shared in this section. Select the double pointed arrow in the upper left corner to make it full screen.



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