



RUTGERS
University Libraries

Education Research Tips

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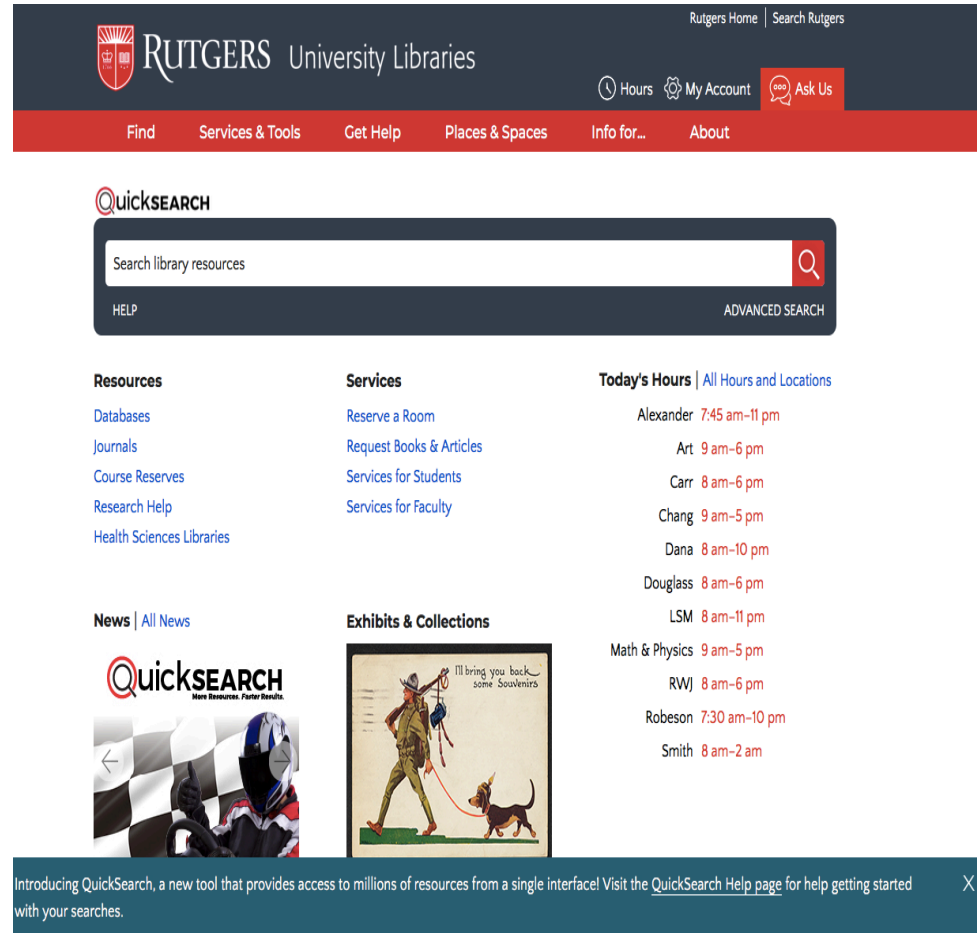
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More Avenues to Contact a Specialist

- Chat
- Ask a Librarian
- [Libguides](#)



The screenshot displays the Rutgers University Libraries website. At the top, the Rutgers logo and name are visible, along with navigation links for 'Rutgers Home' and 'Search Rutgers'. Below this, a dark blue header contains the 'RUTGERS University Libraries' logo and a navigation bar with links: 'Find', 'Services & Tools', 'Get Help', 'Places & Spaces', 'Info for...', and 'About'. A red bar on the right side of the header features icons for 'Hours', 'My Account', and 'Ask Us'.

The main content area features a large search bar labeled 'QuickSEARCH' with the placeholder text 'Search library resources'. Below the search bar are links for 'HELP' and 'ADVANCED SEARCH'. To the left of the search bar, there are links for 'Resources' (Databases, Journals, Course Reserves, Research Help, Health Sciences Libraries) and 'Services' (Reserve a Room, Request Books & Articles, Services for Students, Services for Faculty). To the right, there is a section for 'Today's Hours' with links for 'All Hours and Locations' and a list of library locations and their hours: Alexander (7:45 am–11 pm), Art (9 am–6 pm), Carr (8 am–6 pm), Chang (9 am–5 pm), Dana (8 am–10 pm), Douglass (8 am–6 pm), LSM (8 am–11 pm), Math & Physics (9 am–5 pm), RWJ (8 am–6 pm), Robeson (7:30 am–10 pm), and Smith (8 am–2 am).

Below the search bar, there are two featured images. The first is a 'QuickSEARCH' logo with the tagline 'More Resources. Faster Results.' and a checkered background. The second is a cartoon illustration of a person in a green suit and hat, holding a leash attached to a small dog, with the text 'I'll bring you back some Souvenirs'.

At the bottom, a dark blue banner contains the text: 'Introducing QuickSearch, a new tool that provides access to millions of resources from a single interface! Visit the [QuickSearch Help page](#) for help getting started with your searches.'

Overview

- Brainstorming & Planning the Research Strategy
- Keywords & Controlled Vocabulary
- Using a Thesaurus to Ramp Up Your Research
- Chasing Citations
- Investigating Authors & Deciding on Journals
- Choosing Data Sources

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graph TD
    A([THINKING & FINDING OUT]) --> B[RESEARCH QUESTION]
    B -- FOCUS --> C[SEARCH PLAN]
    C --- D[SOURCES]
    C --- E[KEYWORDS]
    E -- "EVALUATE & RECORD" --> F[SEARCH RESULTS]
    F -- SYNTHESISE --> G[LITERATURE REVIEW]
    G -- UPDATE --> F
    F -- "REVIEW & REVISE" --> C
    C -- RE-FOCUS --> B
    B --> A
  
```

Categories to Consider When Brainstorming a Topic research

- Demographic
 - age, gender, ethnic group, socio-economic/political group
- Geography
 - global, country, state, city, a particular school district, or school
- Time Frame?
 - Historical perspective? Last few decades?
- Synonyms
 - Articles on the same topic don't always use the same terms
 - Authors with different viewpoints will use different terms to describe the same topic
 - Use a Thesaurus (controlled vocabulary) to assist with keyword building

CONTROLLED VOCABULARY

- Different from keywords
 - You create keywords
 - Keywords find the labels of the data or describe the data
 - Controlled vocabulary has already been created (you can't change them)
 - These are the subject terms provided by the system
- Consider
 - Terminal Choices
 - Choosing Life or Death
 - The Practice of Death
 - The Right to Die
 - Euthanasia

CONSIDER

- A book called, *Active Seniors in Today's World*
 - Could have **Aged** assigned as a subject heading
- A book entitled, *Them TV Preachers*
 - Could have **Healers in Mass Media** assigned as a subject heading
- **Advantage: using controlled vocabulary you are likely to get nearly everything on your topic**
 - For example, many databases have controlled vocabulary for author names
 - "Morton, William" or "Morton, Bill"

KEYWORD SEARCHING: truncation

- Interact* and internet
- Wom*n =woman or women (middle truncation/wildcard)

KEYWORD SEARCHING: Boolean Basics

- OR
 - Finds data with either concept
 - Cars OR automobiles
 - Closely related concepts
 - (Gestalt therapy) OR (Fritz Perls)
- AND
 - Combines concepts so you can narrow down your search. Data comes when the two concepts intersect
 - Homeless youth AND education
 - Be careful with this operator

KEYWORD SEARCHING: Boolean Basics

- NOT
 - (cars OR automobiles) NOT Europe*
- Nesting
 - Homeless AND (youth OR adolescen*) AND (education OR school*)
 - (Female prisoner* or female inmate*) AND rehab* AND methods

Using Google Scholar



Use
truncation
*



homeless child* education



☒ Articles (☐ include patents) ☐ Legal documents

Limitations of Google Scholar

- Search results may not be current or comprehensive
 - Sometimes only the citation is listed, no link
 - Not all publishers of academic information are included
- Searching is less precise than in academic databases (a lot of irrelevant content)
- Doesn't search all scholarly content
- Many records are available only as summaries or abstracts
- Few options for sorting by information type
- Results are ranked by algorithm which favors frequently-cited references
 - Bias toward older references (because they have more citations)

Building on your research

- Research an author
 - Scopus (library database)
- Pore over the bibliography
 - Chase citations **forward and backward**
 - Use Google Scholar
- Focus on a journal
 - Be sure that it is peer reviewed
 - Use the publisher's website
 - Use the library Quick Search platform
 - Use Web of Science database

Considerations on Statistical Information

- Who collected the data?
 - Do they have a particular interest in the results
- Do the statistics show any bias?
- Is the data timely?
- Has the data been repackaged?
- Is the data from a primary source?
 - If from a secondary source, has it been properly documented so that you can find the primary source?
- Is the coverage complete?
 - What was the size of the sample for the study?

Considerations on Where to Publish Your Work

- Audience (academic vs. trade/industry)
- Peer Review
- Journal Indexing
- Circulation Count
- Acceptance Rate
- Editor and Editorial Board

Journal Impact Factors

- The **journal Impact Factor** is the average number of times articles from the **journal** published in the past two years have been cited in the JCR year. The **Impact Factor** is calculated by dividing the number of citations in the JCR year by the total number of articles published in the two previous years.
 - An impact factor of 2 means that, on average, the articles published one or two years ago have been cited two times.
 - **5-Year Impact Factor** The 5-year journal impact factor is the average number of times articles from a journal published in the past five years have been cited in the chosen JCR year.
- Use Thomson Reuters [Journal Citation Reports](#)

Possible Data Sources

- American FactFinder
 - Provides census data
 - Also see <http://census.gov/data>
- ICPSR (Inter-university consortium for political and social research)
 - Largest archive of social science data in the world
- Statistical Abstract of the US
- National Center for Education Statistics
 - <http://nces.ed.gov/>

Using an Author's Work: Paraphrasing

You don't need quotation marks, but you still need a reference, and an entry in your bibliography.

Maughan (2001) demonstrates that the information literacy gap in higher education is leaving university graduates devoid of the very skills they require to function well within the information workplace.

Bibliography

Maughah, P.D. (2001). Assessing Information Literacy among undergraduates: A discussion of the literature and the University of California-Berkeley assessment experience. *College and Research Libraries*, 62(1), 71-85.

Using an Author's work: Quoting

You need quotation marks (5 lines or less) and a page number.

According to Bruce (2002), "Information Literacy is the natural extension of the concept of our information society. Information Literacy is the catalyst required to transform the information society of today into the learning society of tomorrow" (p. 2).

Bibliography

Bruce, C. (2002). Information Literacy as a catalyst for educational change: A background paper. *White Paper Prepared for Unesco, the US National Commission on Libraries and Information Science, and the National Forum on Information Literacy, for use at the Information Literacy Meetings of Experts, Prague, the Czech Republic, 1-17*. Retrieved July 14, 2006 from http://www.infolit.org/International_Conference/papers/bruce-fullpaper.pdf.

Using an Author's work: Quoting

If you are quoting more than 5 lines or more, there is no need for quotation marks.

The work should be presented as a block with appropriate indentation. However, you still need a page number.

In general, if there is no page number, you should state the paragraph.

of social learning theory, and consider learners' goal orientation and motivation" (p. 771).

Still, Filbert and Ryan (2016) discuss the need for more clarification of the *Framework*:

ACRL's "Framework for Information Literacy for Higher Education" is a tremendous conceptual structuring tool for our discipline, demonstrating clearly that "the library is a growing organism" embedded in and

[ARTICLE]

Charles
Embracing Challenges in Times of Change

corresponding with our world. But for a visioning frame to be successful it necessitates *clarification* and *resolution* for successful *integration*. (p. 201)

outside the libraries in adopting the *Framework*; the majority of them indicated they did not feel fully confident in it. A need for the provision of learning opportunities at conferences and workshops and at the home library was revealed. As Nichols Hess (2015) notes, “shifting and integrating the new threshold concepts into everyday practices may require professional learning and training opportunities, both external and job-embedded” (p. 772). To that end, the ACRL Framework for Information Literacy Sandbox (*Sandbox*) was developed as a repository of materials to assist librarians with adopting and implementing concepts put forth in the *Framework*. However, there were just 68 contributors to this resource as of January 2017. Had the *Standards* been allowed to co-exist with the *Framework* longer, more NJ librarians would have had time for experimentation, professional development, and possible contribution to the *Sandbox*. Additionally, in an interview about the *Framework*, Lisa Hinchliffe stated that at a national level, “The examples we’ve seen of the good work with the *Framework* have mostly been at the individual librarian level innovating their own personal pedagogical practice” (Bombaro, et al., 2016, para. 8). This augurs well for the profession, but it will take time to generate examples and to share them in a structured way. Additionally, Sharon Mader stated in an interview that she would like to see “more online training...that integrates new and innovative online learning formats that allow for true interactivity for large groups” (Berkman, 2016, p. 49). As the survey results in the present study demonstrate, NJ librarians would welcome the provision of more professional development opportunities.

Citation Managers/Reference Management Software

- Import references from databases & Google Scholar
- Organize references
- Collaborate with others
- Generate bibliographies

Examples of Citation Managers

- Refworks
- Flow (Refworks 3)
- Zotero
- EndNote
- Mendeley

Refworks

- Free to Rutgers students, faculty/staff, and alumni
- Share citations
- Export citations from compatible databases (including the Quick Search discovery layer)
- Various bibliographic output styles: APA, Chicago, etc.

QUESTIONS