Welcome!

About the instructor
About YOU :)
Lecture materials and contacts

Course page: http://libguides.twu.ca/univ110r-qz

Email me at qinqin.zhang@twu.ca anytime for your questions.

Or visit me at my office in the Library during my regular office hours: 8:00 AM - 4:30 PM, Mondays to Fridays.
Moodle

Moodle - our new Course Management System

- **Login:** [https://learn.twu.ca/](https://learn.twu.ca/)
  Or from the Library Homepage -> Students -> My Courses/Moodle
- Course overview front page has a list of all your courses.
- For UNIV 110, we will be using a webpage outside Moodle. You will still access the course survey in Moodle.
Course page

http://libguides.twu.ca/univ110r-qz

Presentation slides and URLs for additional info

Assignment details (including textbook readings), instructions, and template.

Laptop?
Textbook

6th edition, 2017

By William Badke
Learning Objectives

1. Gain an understanding of the characteristics of information and its dissemination in the information age.

2. Develop an appreciation for topic analysis and research focused around a question or hypothesis.

3. Learn to strategize research procedures using a wide variety of tools and information sources, based on an understanding of information systems and their manner of operation.

4. Acquire a deeper ability to use critical thinking to interact with diverse concepts, evaluate truth claims, synthesize data and make conclusions.

5. Show an appreciation for the ethical requirements of research and writing within Christian and marketplace contexts.
Outline

Class One - Introducing Scholarly Inquiry in Today's Information Environment

Class Two - Developing Goals in a Context of Research as Conversation

Class Three - Search Techniques and Conventions

Class Four - Journal Research

Class Five - Information Evaluation and Special Topics
Class One: Scholarly Inquiry in Today’s Information Environment

- Today’s information environment
- Information literacy defined in the context of scholarly inquiry
- The nature of scholarly research
- Types of information sources
- Picking your research topic
Why are you here?

Today’s Information Environment

**Infoglut:** (the state of having) an excessive or overwhelming amount of information; See also Information Overload [Oxford English Dictionary]

Information Literacy Defined

According to the *American Library Association*, Information Literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to *locate, evaluate*, and *use* effectively the needed information."

(American Library Association, 1989). Cited from the ALA [site](#).
Information Literacy Defined

“Information Literacy encompasses knowledge of one’s information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of life long learning.”

- The Prague Declaration, “Towards an information literate society”, 2003

Cited from the UNESCO site.
Information Literacy

According to the Association of College and Research Libraries (ACRL), an *information literate student* is able to:

- **Determine** the extent of information needed
- **Access** the needed information effectively and efficiently
- **Evaluate** information and its sources critically
- **Incorporate** selected information into one’s knowledge base
- **Use** information effectively to accomplish a specific purpose
- **Understand** the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally

(ACRL, 2000). Cited from the ACRL site (Information Literacy Competency Standards for Higher Education).
Information Literacy: why is it important

- Information & critical thinking abilities
- Important for academic, professional, and personal lives
- Essentially a life skill
Examples

*Workplace* - marketing proposals for new products; current researches on related fields; business intelligence news and alerts...

*Personal and civic life* - watch a movie or buy a car; how to remove stains in your oven; healthcare decisions; elections...

*Academic* - numerous research assignments in different disciplines...
Framework for Information Literacy for Higher Education
By ACRL (replacing the previous Information Literacy Standards)

Six frames / threshold concepts

● Authority Is Constructed and Contextual
● Information Creation as a Process
● Information Has Value
● Research as Inquiry
● Scholarship as Conversation
● Searching as Strategic Exploration

(ACRL, 2016). Cited from the ACRL site.
Authority is Constructed and Contextual

Information resources...

- reflect their creators’ expertise and credibility
- are evaluated based on the information need and the context in which the information will be used
- is contextual in that the information need may help to determine the level of authority required

(ACRL, 2016) Cited from the ACRL website.
Authority is Constructed and Contextual

Authority can be wrongly placed due to biases.

Seeking authority means asking:

- Is this source credible?
- Can it provide me with the info or evidence I need?
- Do I understand why I trust or not trust this info?
Authority is Constructed and Contextual

Dispositions of developing scholars:

- develop and maintain an open mind when encountering varied and sometimes conflicting perspectives
- motivate themselves to find authoritative sources, recognizing that authority can come from different sources
- as an authority yourself when you write, be as accurate as possible and cite your sources
- develop a skeptical stance when assessing sources and be self-aware of your own biases and worldview; sometimes bias negates prestige

Adapted from the ACRL website and Bill Badke's presentation
Information Creation as a Process

Information in any format is produced to convey a message and is shared via a selected delivery method. The *iterative* processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

(ACRL, 2016) Cited from the ACRL website.
Information Creation as a Process

Dispositions of developing scholars:

- accept that the creation of information may begin initially through communicating in a range of formats or modes
- understand that different methods of information dissemination with different purposes are available
- be aware that format affects our perception of a piece of information
- recognize that information, its purposes, delivery method, and content all represent deliberate acts of creation
- evaluate the information’s purpose and content to find its value
- develop their own information creation process

Adapted from the ACRL website and Bill Badke’s presentation
Information Has Value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

(ACRL, 2016) Cited from the ACRL website.
Image from Taylor & Francis journal [page].

Image from a news [article] in Nature.
Information Has Value

**Dispositions** of developing scholars:

- give credit to the original ideas of others
- value the skills, time, and effort needed to produce knowledge
- recognize the issue of access or lack of access to information sources

Adapted from the ACRL [website](#) and Bill Badke's [presentation](#)
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, 2016) Cited from the ACRL website.

- Research is **NOT**: finding and summarizing existing information
- Research **IS**: a quest to solve a problem or answer a question; to demonstrate the truth of a thesis
Research as Inquiry

Dispositions of developing scholars:

- consider research as open-ended exploration and engagement with information
- develop research questions to address gaps in knowledge
- learn new research methods
- maintain an open mind and a critical stance in the research process
- interact with multiple viewpoints
- demonstrate intellectual humility (i.e., recognize their own intellectual or experiential limitations)

Adapted from the ACRL website and Bill Badke’s presentation
Scholarship as Conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

(ACRL, 2016) Cited from the ACRL website.
RESEARCH IS A CONVERSATION

Smith says...
Jones has found that...
Dickson agrees with Jones

Blackstone thinks
Smith is out to lunch
and has his own findings

Corban finds some value in Smith but also sees merit in Blackstone

You make sense of it all, and offer evidence for your judgment of who is most to be believed
An example of a conversation:

available to them. User surveys of graduate and professional students at the University of Iowa led to similar results (Washington-Hoagland & Clougherty, 2002). Perrett (Perrett, 2004) found in a study of graduate students at Australian National University that fewer than half understood Boolean searching; the subjects scored an average of 3.3 out of 6 on a test of web-searching skills, and 57% over-estimated their web-searching skills. While Brown (Brown, 1999) in her study of graduate students at University of Oklahoma found that the subjects “exhibited a high degree of information literacy” (p. 435), the study was flawed by small sample size (N=36) and reliance only on student self-reporting, a risky method when other studies consistently show that students over-estimate their abilities.


Content from Bill Badke’s presentation: What is Scholarship?
Scholarship as Conversation

Dispositions of developing scholars:

- recognize they are often entering into an ongoing scholarly conversation and not a finished conversation
- suspend judgment on the value of a particular piece of scholarship until the larger context for the scholarly conversation is better understood
- seek out or identify conversations taking place in their research area
- see themselves as contributors to scholarship rather than only consumers of it

Adapted from the ACRL website and Bill Badke’s presentation
Searching for information is often *nonlinear and iterative*, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

(ACRL, 2016) Cited from the ACRL website.
Searching as Strategic Exploration

**Dispositions** of developing scholars:

- recognize the existence of different research tools available to them
- understand that first attempts at searching do not always produce adequate results
- seek guidance from experts, such as librarians, researchers, and professionals
- learn to move beyond strategically when no or few search results are found
  - a. checking your spelling
  - b. try broadening your search by using synonyms or keywords
  - c. consider adjusting your keywords or research topics

Adapted from the ACRL [website](https://www.ala.org/acrl) and Bill Badke’s [presentation](https://example.com)
Framework for Information Literacy for Higher Education
By ACRL (replacing the previous Information Literacy Standards)

Six frames / threshold concepts
- Authority Is Constructed and Contextual
- Information Creation as a Process
- Information Has Value
- Research as Inquiry
- Scholarship as Conversation
- Searching as Strategic Exploration

(ACRL, 2016). Cited from the ACRL site.
Scholarly Research
What is Scholarship?

Scholarship is all about a profound discontent, about a quest to discover more, about a burning desire to solve society’s problems and make a better world.

– Bill Badke

Prezi presentation (with audio) by Bill Badke
Scholarship is:

- A quest
- An adventure into a problem or issue
- A journey with others who join the conversation
- An expedition that demands good methods, critical thinking, and the retracing of paths
- A path to discovery and advancement

- Bill Badke
University Research

Things We (Might) Believe About University Research

- Prezi presentation by Bill Badke

Yes, it’s messy, but we are here to help you (to guide you through the information fog)!

Also refer to Information in the Academy, Prezi presentation by Bill Badke
BREAK
Information Sources
Understanding the Information Cycle

**Key Event**

**The same day**
TV, Radio, Web, Social media
(immediate coverage with basic info)

1 day - 1 week
Newspapers
(deeper investigation)

1 week - 1 month +
Popular magazines
(beginning analysis and discussions)

6 months or more
Academic journals
(detailed, highly credible, focused and narrower topic)

1 year or more
Books, government reports, or reference materials
(examines longer term impact)
Understanding the Information Cycle

Video by UIUC Undergraduate Library; Refer to their guide for more info.
Primary, Secondary & Tertiary Sources

May refer to different types of sources in different disciplines

What do you think they each refer to?
Primary Sources Defined

In scholarship, a document or record containing *firsthand information or original data* on a topic, used in preparing a derivative work. Primary sources include original manuscripts, periodical articles reporting original research or thought, diaries, memoirs, letters, journals, photographs, drawings, posters, film footage, sheet music, songs, interviews, government documents, public records, eyewitness accounts, newspaper clippings, etc.

- Definition by the Online Dictionary for Library and Information Science (ODLIS)
Primary Sources Examples

Humanities and Social Sciences:
Books; magazine and newspaper articles; letters; interviews; memoirs; diaries; journals; photographs and images; audio recordings

Sciences:
Journal articles; conference proceedings; laboratory reports; patents; dissertations and theses
Secondary Sources Defined

Any published or unpublished work that is one step removed from the original source, usually describing, summarizing, analyzing, evaluating, derived from, or based on primary source materials, for example, a review, critical analysis, second-person account, or biographical or historical study. Also refers to material other than primary sources used in the preparation of a written work.

- Defined by ODLIS
Secondary Sources Examples

Humanities and Social Sciences fields:

Biographies; literary criticism; dissertations; journal articles; reviews of books, movies, etc.

Sciences fields:

Books; review articles.
Tertiary Sources Defined

A written work, such as a chapter in a textbook or an entry in a reference book, based entirely on secondary sources, rather than on original research involving primary documents. - Defined by ODLIS

Examples:

- Dictionaries
- Encyclopedias
- Handbooks
Primary, Secondary & Tertiary Sources

**Primary sources** are original documents containing firsthand information about a topic.

**Secondary sources** summarize, comment on, or analyze the material in a primary source.

**Tertiary sources** provide an overview or summary of a topic, without analysis or critique. Tertiary sources could also be collections of primary or secondary sources, such as *indexes, databases, bibliographies, and directories.*
Grey Literature

"That which is produced on all levels of government, academics, business and industry in print and electronic formats, but which is not controlled by commercial publishers."

(GL'99 Conference Program, 1999)

Cited from this page.
Grey Literature Examples

- pre-prints, technical reports, statistical reports, memoranda, state-of-the-art reports, market research reports
- theses, dissertations, conference proceedings, technical specifications and standards
- government reports and documents not published commercially

(grey literature report, n.d.) cited from http://www.greylit.org/about
What type of source is this?

Deciphering a citation

Webpage by Bill Badke
Picking your research topic

What are you curious about?

What do you *really* wish you knew more about?

What is researchable?
Starting with a working knowledge of your topic

**Working knowledge** is enough knowledge so you can speak about a topic for a minute. Just the basics.

Where do you get a working knowledge?

- Wikipedia - *but be careful*
- a standard reference tool

For example, a **dictionary** or **encyclopedia** related broadly to your subject area.
Finding reference sources

Reference materials:

Sources for answers to a specific question; indicate other sources for further research. Examples: dictionaries, encyclopedias, directories, thesauri..

References sources are available under the ‘Books/eBooks’ tab or ‘Dictionaries’ tab on the research guides via the library homepage.
Quick Tour of the TWU Library Resources

- Library homepage [http://www.twu.ca/library](http://www.twu.ca/library)
- OneSearch
- Research guides
- Research tutorials
Quick Tour of the TWU Library Resources

- My account
- Interlibrary Loan
- Off-campus access
Finding reference sources

Demo:

- Look up reference sources in the Leadership research guide (Library Home -> Research Guides)
- Search for “Encyclopedia of Leadership” in Library OneSearch
Today, we talked about...

- Today’s information environment
- Information Literacy defined in the context of scholarly inquiry
- The nature of scholarly research
- Types of information sources
- Picking your research topic
Assignment 1

Assignment 1 is due at the beginning of next class (September 20). Send via email attachment to Qinqin at qinjin.zhang@twu.ca

Any questions? Feel free to email me.