TODAY’S OBJECTIVES

• Understand what is scholarly research
• Identify different types of sources and genres of literature
• Develop a workable research question
• Develop relevant search keywords for your research question
• Become familiar with Library OneSearch and resources
• Understand what is a literature review
SCHOLARLY RESEARCH

Research is **NOT**: finding and summarizing existing information
Research **IS**: a quest to solve a problem or answer a question
Unfortunately, this is what passes for a research model among many students.
Genuine research begins with a question that focuses on some problem or issue that needs to be addressed.
TYPES OF INFORMATION SOURCES

- Scholarly (peer-reviewed) sources
- Popular sources
- Grey literature
<table>
<thead>
<tr>
<th></th>
<th>Scholarly Journals</th>
<th>Grey Literature</th>
<th>Magazines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authors</strong></td>
<td>Academics and scholars in the field</td>
<td>Think tanks, academic scholars, industry experts, professionals, or practitioners</td>
<td>Professional writers, not necessarily experts</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Facilitate scholarly communication between members of a particular academic discipline and/or the public</td>
<td>Provides specific information about the government, certain companies or industries to the general public, members of a particular industry or profession</td>
<td>Provide general information and entertainment to a broad audience</td>
</tr>
<tr>
<td><strong>Intended audience</strong></td>
<td>Other scholars or researchers in the field</td>
<td>General public, professionals or practitioners</td>
<td>General audience</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>A structured format of the content; cover art is plain and usually few advertisements</td>
<td>Varies depending on the sources</td>
<td>Glossy cover art; ads in the content</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Extensive research articles and analysis written in formal academic styles; Language is very specific to scholars in the field and hard for the general public to understand.</td>
<td>Government documents published not for commercial purposes; industry or market analysis; consulting firms publications; often require professional knowledge and vocabulary for the content to be fully understood.</td>
<td>No specific knowledge or vocabulary is needed for general public to understand the content.</td>
</tr>
<tr>
<td><strong>Publisher</strong></td>
<td>Academic organizations</td>
<td>Usually government, professional and trade organisations, consulting firms</td>
<td>Commercial publishers</td>
</tr>
<tr>
<td>GENRE</td>
<td>ADVANTAGES</td>
<td>DISADVANTAGES</td>
<td>UTILITY</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Summaries (Encyclopedia’s and handbooks)</td>
<td>Generally highest quality (be careful of Wikipedia!!).</td>
<td>Tend to be dated.</td>
<td>Establish a general working knowledge of the field.</td>
</tr>
<tr>
<td>Books</td>
<td>Generally highest quality.</td>
<td>Can be dated.</td>
<td>Establish mainstream thought. Most foundational literature is found in books.</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>Generally high quality (peer-reviewed). Provide clear description of actual research. Generally more current than books and summaries.</td>
<td>Generally will not give a full development of application and implications.</td>
<td>Best available balance between quality and currency. Note the tip box on page 120 of Plano-Clark and Creswell (2010)!</td>
</tr>
<tr>
<td>Early Stage (conference papers, dissertations, newsletters, personal web pages, etc.)</td>
<td>Most current. Cutting edge ideas are found here.</td>
<td>Little review for quality (dissertations are usually an exception, but can vary between institutions). Ideas not well developed.</td>
<td>Valuable for establishing trends in current thought. Use cautiously.</td>
</tr>
</tbody>
</table>
Your goal is to develop a workable research question from a topic. So given your research topic, you want something that...

- Is researchable
- Is not obvious
- Is narrow in focus (be specific)
- Has some chance of leading to a definite conclusion
A GOOD RESEARCH QUESTION:

1. Does not simply ask for information

*Instead of:* What are the main types of leadership?

*Ttry:* What elements of corporate culture need to be addressed when implementing TSL at a mid-sized Korean company?
2. Has only one question

*Instead of:* What is the best way to get rid of illegal guns and stop our young people from getting killed in gun violence and keep our communities safe?

*Try:* How may we best solve the problem of illegal guns in order to reduce gun violence?
3. Has a suitably narrow focus

Instead of: Real estate in British Columbia

Try: What are some effective ways of ensuring that there is sufficient affordable rental housing in communities in the Lower Mainland?
4. Needs to deal with a real issue or problem

*Instead of*: What % of students in residence prefer the taste of home-cooked meals to cafeteria food?

*Try*: How can the cafeteria help students to make nutritional choices to maintain a healthy weight?
DEVELOP SEARCH STRATEGIES

- Break down your research question into key concepts or pull keywords from your research question.
- For each key concept, come up with keywords that convey the idea.
- Any synonyms or related terms?
- Connect keywords with **AND, OR**
  - **AND** is used to put more restrictions around key terms.
  - **OR** helps broaden your search.
OTHER SEARCH TECHNIQUES

- Use the asterisk * to search for words starting with the letters before the asterisk. Use this to broaden your search.
  - For example, `operat*` searches for `operator`, `operation`, `operational`, `operating`...

- Use the quotation marks " " to search for exact phrasing (for better accuracy and relevance).
  - For example, "human resources" searches for the term "human resources" altogether.
LIBRARY ONESEARCH

- **Library OneSearch** (a one-stop shop for all types of sources in our collection)
- Search Everything
  - advanced search
- Books / Articles tabs
- Filter your results using the left side limiters

*How to OneSearch guide*
https://libguides.twu.ca/LibraryOneSearch
Research question:
How does servant leadership affect employee engagement?
How does servant leadership affect employee engagement?

<table>
<thead>
<tr>
<th>Key concepts</th>
<th>Synonyms or related terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>servant leadership</td>
<td>transformational servant leadership</td>
</tr>
<tr>
<td>affect</td>
<td>impact, influence</td>
</tr>
<tr>
<td>employee engagement</td>
<td>employee motivation, morale</td>
</tr>
</tbody>
</table>

(servant leadership OR transformational servant leadership) AND (impact OR influence OR affect) AND (employee engagement OR employee motivation OR morale)
LITERATURE REVIEW

- An analysis and critical evaluation of existing literature on a certain topic
- It shows relationships between existing literature and your research project
- Is oftentimes part of an introduction to a research article, report, or thesis
SOME LIT REVIEW EXAMPLES

http://guides.lib.uwo.ca/ld.php?content_id=12405373

Examples #1-- #4

Poll: Which one is the best example of literature review? Why?
SYNTHESIS MATRIX TECHNIQUE

Created by NC State University Writing and Speaking Tutorial Services during Fall 2006.

Keep track of the sources as you read

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Concept #1</th>
<th>Concept #2</th>
<th>Concept #3</th>
<th>…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, et al.</td>
<td>Notes… (page #)</td>
<td>Notes… (page #)</td>
<td>Notes… (page #)</td>
<td></td>
</tr>
<tr>
<td>Blackstone</td>
<td>Notes… (page #)</td>
<td>Notes… (page #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liu</td>
<td>Notes… (page #)</td>
<td>Notes… (page #)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>….</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUESTIONS TO ASK AS YOU READ ARTICLES

- Do you agree with what the author is saying?
- Does the author agree with what the others have said on the same topic? Why and why not? (Compare & Contrast)

... 

The main point is to think critically.
GROUP ACTIVITIES

- Work with your librarian in the breakout room to finalize your research question
- Start searching in Library OneSearch for relevant academic sources
RESEARCH SUPPORT CONTACTS

Email us at infodesk@twu.ca
Email me at qinqin.zhang@twu.ca