Libraries & Cultural Resources
University of Calgary

Strategies for Success in Online Learning: Library Session

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Bart Lenart, PhD, MLIS
Research and Learning Librarian
Education & Philosophy

Overview

- Developing a Search Strategy
- Searching in ERIC
- Exporting Articles to a Citation Manager
- APA 7

Searching for Literature

Great starting places to begin searching for relevant scholarship are:

- **Databases**
  - **ERIC**
  - **Education Research Complete**
  - **Academic Search Complete**
 - **APA PsycInfo (for Educational Psychology)**

Developing A Search Strategy

Example Research Question: "How does the positive psychology movement contribute to teacher well-being?"

There are 3 main concepts in this question: positive psychology, teacher, & well-being, but these key concepts will generate several useful search terms.

Key Concept	positive psychology	teacher	well-being
Synonym 1	positive emotions	educator	happiness
Synonym 2	resilience	instructor	flourishing
Synonym 3		professor	mental health
Synonym 4			eudaemonia
etc.	etc.	etc.	etc.

Boolean Operators

Peanut Butter / Jelly
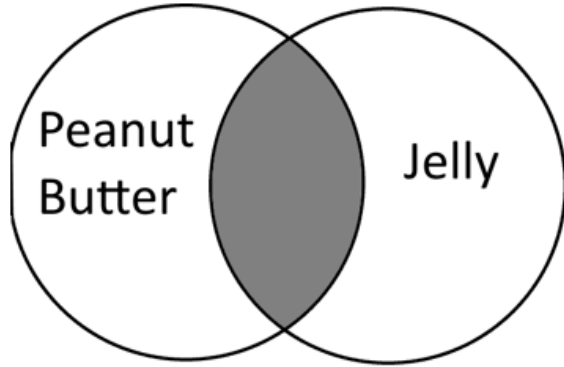
AND
Using AND, this search would only retrieve results with Peanut Butter and Jelly.

All

Peanut Butter / Jelly
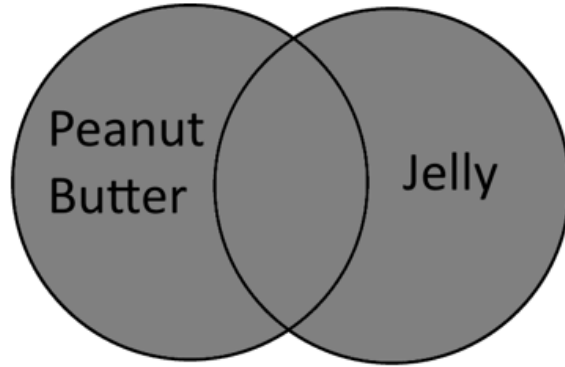
OR
Using OR, this search would retrieve results with peanut butter, with jelly, and with both.

At Least One

From Slippery Rock University
http://sru.libguides.com/c.php?g=531870&p=3883641

OR: helps you find at least one of the expressions of your concept

AND: helps you find items that contain ALL your concepts

Developing A Search Strategy
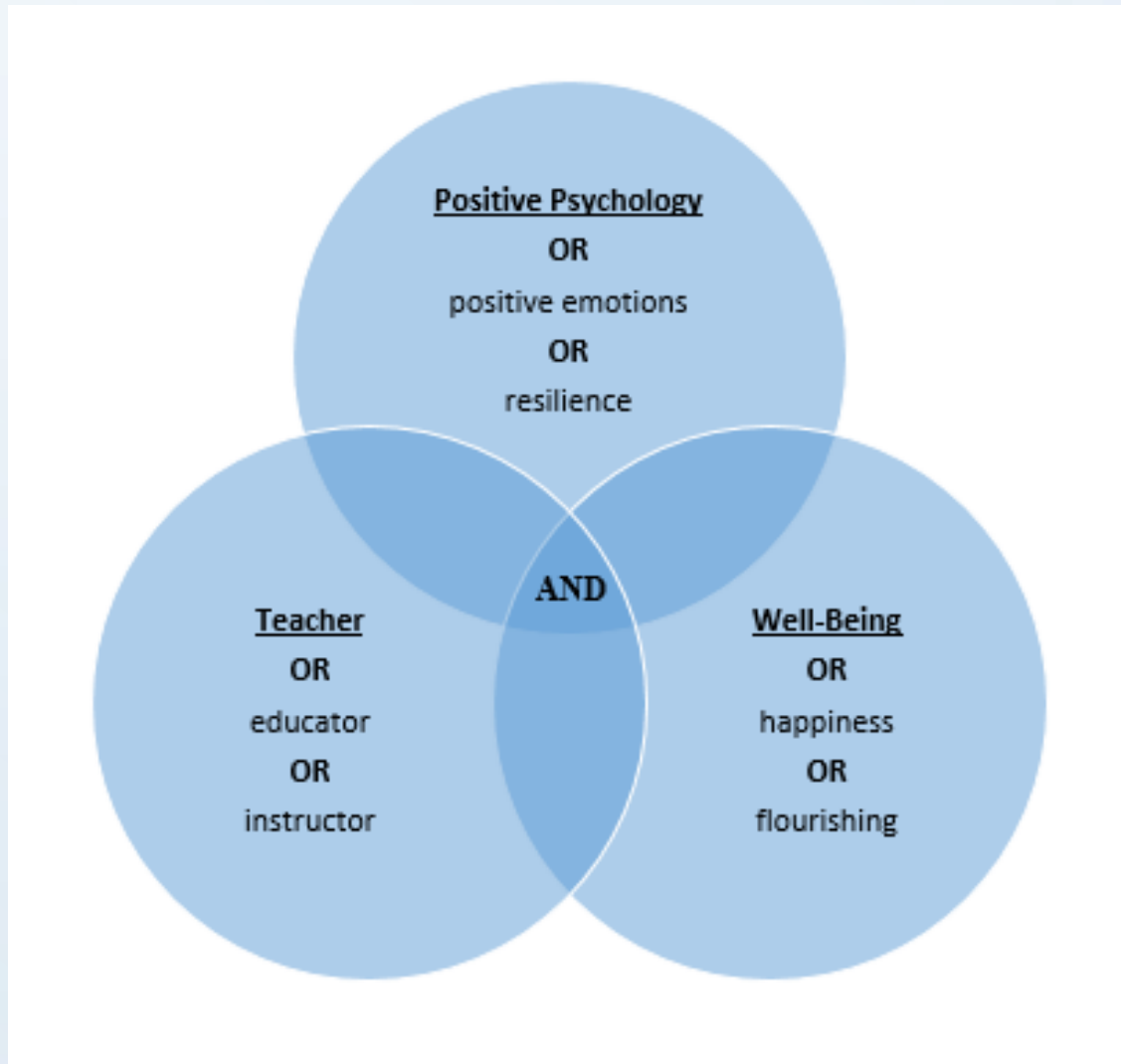
Choosing Databases

Search Library Resources

Search for books, articles and more...

Reserves   Advanced Search

Walled Off: The Politics of Containment Exhibition

Guides   Databases   Journals   Bookings   Workshops   Technology

Databases

All Subjects ⌄   All Database Types ⌄

All A B C D E F G H I J K L

789 Databases found

A

AAPG Datapages combined publications database ⋖	ABI / Business Premium Collection ⋖
more...	more...

Academic OneFile ⋖	Academic Press Dictionary of Science and Technology ⋖
more...	more...

All Subjects ⌄

All Subjects

Subjects

Alumni (9)
Anthropology (17)
Archaeology (10)
Architecture & Design (30)
Art (31)
Asian Studies (12)
Biological Sciences (20)
Business (62)
Canadian Studies (23)
Chemistry (11)
Chinese Language and literature (8)
Communication Studies (17)
Computer Science (22)
Dance (9)
Development Studies (12)
Drama (21)
Economics (23)
Education (12)
Engineering (10)
English (34)
Environmental Design (22)

Databases

| Education (12) ▼ | All Database Types ▼ | All Vendors / Providers ▼ | Search for Databases | Go |

All A B C D E F G H I J K L M N O P Q R S T U V W X Y Z #

12 Databases found for Education   Clear Filters/Browse All Databases

Best Bets!

ERIC (EBSCO) 🔗 🔗 🔗
more...

Google Scholar 🔗
To set up Google Scholar to detect UofC subscribed resources, refer to **Google Scholar** ~~setup (in the Natural Sciences~~
more...

Research Starters - Education 🔗
more...

A

Academic Search Complete (EBSCO) 🔗 🔗🔗 —
more...

APA PsycInfo 🔗
more...

B

Bibliography of Native North Americans 🔗 🔗🔗 —
more...

ERIC ᴿᴹ

Education Resources Information Center

Do You HAVE to Use Citation Managers?

- Scholarship has been around long before citation managers

- They do become important tools for very large, and especially collaborative, projects

  - E.g. Systematic and scoping reviews

Citation Managers:
A Quick Comparison

- All citation managers perform similar functions for the most part

Citations: Citation Managers

- EndNote
  - PROS
    - Compatible with MSWord
    - Automatic deduplication
    - Very accurate citation generation
      - Large number of citation styles
  - CONS
    - Not Free ($140 for UofC students)
    - Doesn't really work with Linux

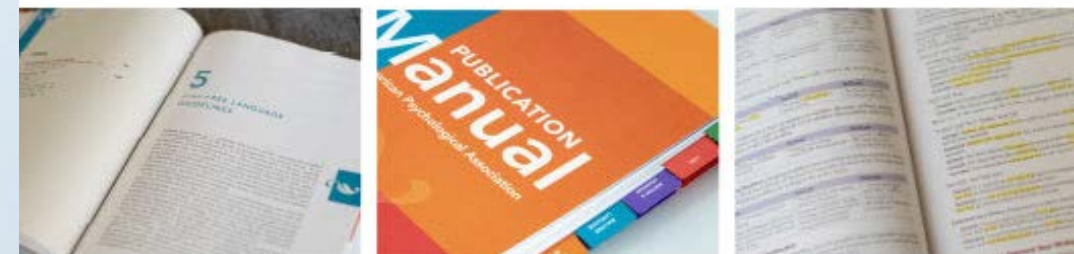# Citations: Citation Managers

- Zotero
  - PROS
    - Free and open source
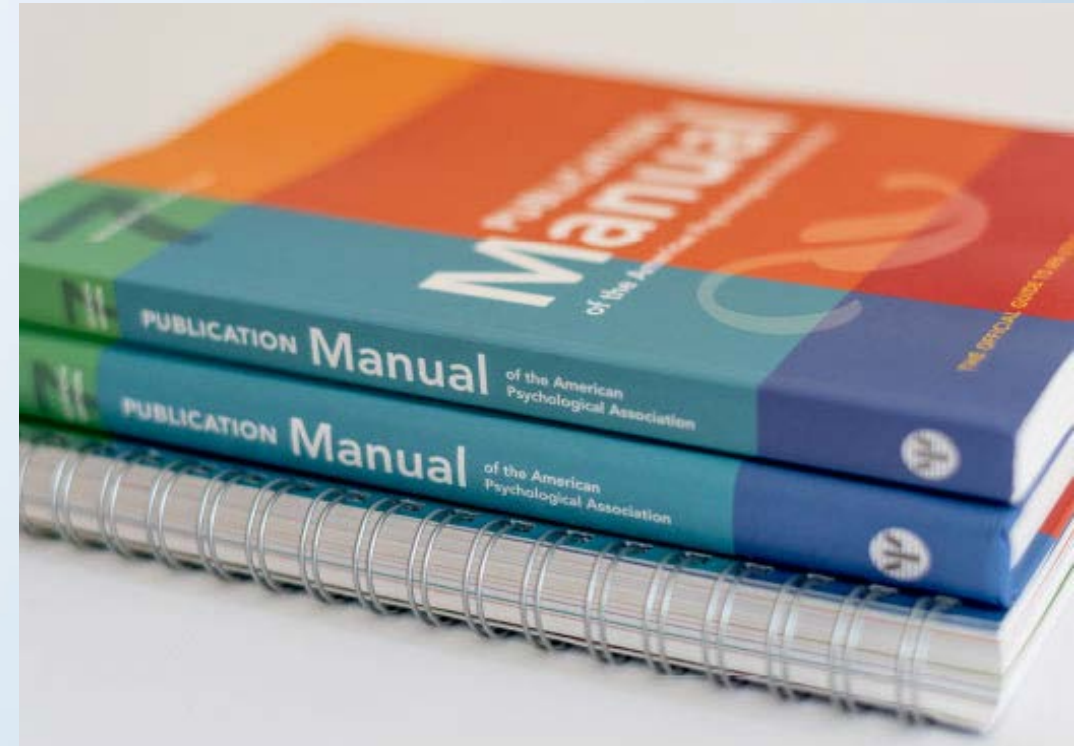   - Compatible with MSWord
    - Compatible with Linux
  - CONS
    - Some citation errors do occur
    - No automatic deduplication
    - Limited free storage space (300 MB)

Citations: Citation Managers

- Mendeley
  - PROS
    - Free
    - Compatible with MSWord
    - Stores collections and citations online
      - So easy "anytime" access
  - CONS
    - Limited free storage space (2 GB)

APA 7 Manual

- The manual is available in 3 versions:

    – Hardcover
    – Paper
    – Spiral (this version comes with tabs)

American Psychological Association. (2019). Publication Manual of the American Psychological Association, Seventh Edition (2020). Retrieved from https://apastyle.apa.org/images/book-collage_tcm11-262933_w1024_n.jpg

Some Reasons to Purchase a Copy

Table 3.2 Qualitative Design Reporting Standards (JARS–Qual) *(continued)*

Method *(continued)*

- At times, elements may be relevant to multiple sections and authors need to organize what belongs in each subsection in order to describe the method coherently and reduce redundancy. For instance, the overview and the objectives statement may be presented in one section.
- Processes of qualitative research are often iterative versus linear, may evolve through the inquiry process, and may move between data collection and analysis in multiple formats. As a result, data collection and analysis sections might be combined.
- For the reasons stated previously and because qualitative methods often are adapted and combined creatively, requiring detailed description and rationale, an average qualitative Method section typically is longer than an average quantitative Method section.

Study Participants or Data Sources

RESEARCHER DESCRIPTION
- Describe the researchers' backgrounds in approaching the study, emphasizing their prior understandings of the phenomena under study (e.g., interviewers, analysts, or research team).
- Describe how prior understandings of the phenomena under study were managed and/or influenced the research (e.g., enhancing, limiting, or structuring data collection and analysis).
  Guidance for Authors
  - Prior understandings relevant to the analysis could include, but are not limited to, descriptions of researchers' demographic/cultural characteristics, credentials, experience with phenomena, training, values, and/or decisions in selecting archives or material to analyze.
  Guidance for Reviewers
  - Researchers differ in the extensiveness of reflexive self-description in reports. It may not be possible for authors to estimate the depth of description desired by reviewers without guidance.

PARTICIPANTS OR OTHER DATA SOURCES
- Provide the numbers of participants/documents/events analyzed.
- Describe the demographics/cultural information, perspectives of participants, or characteristics of data sources that might influence the data collected.
- Describe existing data sources, if relevant (e.g., newspapers, internet, archive).
- Provide data repository information for openly shared data, if applicable.
- Describe archival searches or process of locating data for analyses, if applicable.

RESEARCHER–PARTICIPANT RELATIONSHIP
- Describe the relationships and interactions between researchers and participants relevant to the research process and any impact on the research process (e.g., was there a relationship prior to research, are there any ethical considerations relevant to prior relationships).

Participant Recruitment

RECRUITMENT PROCESS
- Describe the recruitment process (e.g., face-to-face, telephone, mail, email) and any recruitment protocols.
- Describe any incentives or compensation, and provide assurance of relevant ethical processes of data collection and consent process as relevant (may include institutional review board approval, particular adaptations for vulnerable populations, safety monitoring).
- Describe the process by which the number of participants was determined in relation to the study design.
- Provide any changes in numbers through attrition and final number of participants/sources (if relevant, refusal rates or reasons for dropout).
- Describe the rationale for decision to halt data collection (e.g., saturation).
- Convey the study purpose as portrayed to participants, if different from the purpose stated.
  Guidance for Authors/Reviewers
  - The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings.
  Guidance for Reviewers

Table 3.2 Qualitative Design Reporting Standards (JARS–Qual) *(continued)*

Method *(continued)*

PARTICIPANT SELECTION
- Describe the participant/data source selection process (e.g., purposive sampling methods, such as maximum variation; convenience sampling methods, such as snowball selection; theoretical sampling; diversity sampling) and inclusion/exclusion criteria.
- Provide the general context for the study (when data were collected, sites of data collection).
- If your participant selection is from an archived data set, describe the recruitment and selection process from that data set as well as any decisions in selecting sets of participants from that data set.
  Guidance for Authors
  - A statement can clarify how the number of participants fits with practices in the design at hand, recognizing that transferability of findings in qualitative research to other contexts is based in developing deep and contextualized understandings that can be applied by readers rather than quantitative estimates of error and generalizations to populations.
  Guidance for Authors/Reviewers
  - The order of the recruitment process and the selection process and their contents may be determined in relation to the authors' methodological approach. Some authors will determine a selection process and then develop a recruitment method based on those criteria. Other authors will develop a recruitment process and then select participants responsively in relation to evolving findings.

Data Collection

DATA-COLLECTION OR IDENTIFICATION PROCEDURES
- State the form of data collected (e.g., interviews, questionnaires, media, observation).
- Describe the origins or evolution of the data-collection protocol.
- Describe any alterations of data-collection strategy in response to the evolving findings or the study rationale.
- Describe the data-selection or data-collection process (e.g., were others present when data were collected, number of times data were collected, duration of collection, context).
- Convey the extensiveness of engagement (e.g., depth of engagement, time intensiveness of data collection).
- For interview and written studies, indicate the mean and range of the time duration in the data-collection process (e.g., interviews were held for 75 to 110 min, with an average interview time of 90 min).
- Describe the management or use of reflexivity in the data-collection process, as it illuminates the study.
- Describe questions asked in data collection: content of central questions, form of questions (e.g., open vs. closed).
  Guidance for Reviewers
  - Researchers may use terms for data collection that are coherent within their research approach and process, such as "data identification," "data collection," or "data selection." Descriptions should be provided, however, in accessible terms in relation to the readership.
  - It may not be useful for researchers to reproduce all of the questions they asked in an interview, especially in the case of unstructured or semistructured interviews as questions are adapted to the content of each interview.

RECORDING AND DATA TRANSFORMATION
- Identify data audio/visual recording methods, field notes, or transcription processes used.

Analysis

DATA-ANALYTIC STRATEGIES
- Describe the methods and procedures used and for what purpose/goal.
- Explicate in detail the process of analysis, including some discussion of the procedures (e.g., coding, thematic analysis) following a principle of transparency.
- Describe coders or analysts and their training, if not already described in the researcher description section (e.g., coder selection, collaboration groups).
- Identify whether coding categories emerged from the analyses or were developed a priori.
- Identify units of analysis (e.g., entire transcript, unit, text) and how units were formed, if applicable.

Some More Reasons to Purchase a Copy

APA Citation Tools & Resources

Citation tools & resources for students and scholars using the APA style guide

Home	
APA Resources	
Resources for Students	
Resources for Scholars	
Citation Tools	
Finding the DOI	
Contact	

Home

This guide highlights some useful citation resources for students using the APA style guide. The resources you will find here are either available through the University of Calgary Libraries or are freely available online.

- For help with citing in APA (including quick APA citation help), go to: **APA Resources**

- For a breakdown of style and writing tips for students (as well as additional student resources), go to: **Resources for Students**

- For a list of APA resources for publishing and teaching support, go to: **Resources for Faculty**

- For an overview of some of the available citation managers and other ways of generating citations automatically, go to: **Citation Tools**

- Not sure what a DOI is? Go to: **Finding the DOI**

- How to Create an APA Style Reference for a Canceled Conference Presentation

https://library.ucalgary.ca/guides/education-apa

CONTACT

- **Bart Lenart,** PhD, MLIS
Research and Learning Librarian
(Education and Philosophy)
University of Calgary | Doucette Library |
E-mail: bartlomiej.lenart@ucalgary.ca
Telephone: 403-220-8358