



Finding and using information

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Today's topics

- **Information Literacy questionnaire**
 - Why
 - What you have told us
- **Finding and using information**
 - Developing a search strategy
 - Scholarly literature
 - Citing and referencing

Why we need to think about this

“Sheer abundance of information and technology will not in itself create more informed citizens *without* a complementary understanding and capacity to use information effectively.”

Australian and New Zealand Information Literacy Framework. 2004. Ed Alan Bundy. Adelaide, Australian and New Zealand Institute for Information Literacy.

<http://www.caul.edu.au/info-literacy/InfoLiteracyFramework.pdf> [accessed 18 January 2005]

Why we asked you to answer questionnaire

- **To help us design a relevant program so you can:**
 - Use your time most effectively
 - Achieve good marks
 - Learn lifelong skills

Questionnaire results

- **62% response rate**
 - 103 enrolled
 - 66 completed questionnaires analysed
 - 2 more submitted, too late to be included

Who responded

- **Demographics**
 - **72% under 19 years**
 - **83% female**
 - **85% new to university**
 - **Streams**
 - 73% Physiotherapy
 - 13% OT
 - 14 % Health Sciences/Social Work

Experience with information and computers

- **Previous exposure**

- At school

- **62% had information literacy classes**
 - **88% had computer access**

- At home

- **95% have online computer access**

Experienced in

- **Searching the internet**
- **Using Google**

Can develop skills in

- **Turning research questions into search strategies**
 - Identifying main concepts or themes
 - Assigning search terms
 - Using significant words
 - Using synonyms, subject descriptors
 - Combining terms appropriately

Have not had much experience with

- **Finding journal articles**
- **Using journal articles**
- **Using subject-specific databases**
- **Evaluating different sources of information**
- **Interpreting citations**
- **Acknowledging sources**

What you told us directly

- I would be very appreciative if there was some program to assist me as a student, in learning more about research, etc., at the library. Thanks.
- I have basic knowledge on Internet use, bibliographies, etc., but need help with footnoting, catalogues, etc. Any help will be greatly appreciated. Thank you for all efforts to make uni life as efficient as possible.
- It looks like I'm going to have trouble finding what I need in the library!
- Good way to test individuals knowledge on how a library system really works.
- I feel that I have not had much prior exposure to journal article searching and retrieving, and would find a tutorial of some description very useful.

Variety of course-related information needs

- **HSC1011 Communication skills “My patient encounter” case commentary**
- **BMS1021 Essay**
- **PSY1011 Referencing assignment**
- **Legal, ethical, biological, medical... perspectives**
- **Text based and web based references**
- **“Harvard” referencing**
- **Scientific articles**
- **Internet sites not suitable**
- **“Microbiology” referencing**
- **Journal articles**
- **“APA” referencing**

So what should you look for?

“All too often, people assume that we do research in order to discover facts. *Actually, we do research to gather facts that will help us answer our question.* Facts must never be an end in themselves. Rather, they are a means to determining what we should do or believe.”

William Badke. *Research strategies.*

<http://www.acts.twu.ca/lbr/partone500.htm>. Last updated 22 December 2004. [Accessed 23 March 2005]

Questions and answers

- **Understand your topic**
 - Might need some “background information”
- **Narrow your topic to an answerable question**
 - Several simple questions work better than one comprehensive question
- **Use words that define the main theme/s of the question**
- **Look for information that helps to answer the question**

Where to look for answers

- **This depends on what you want**
 - background information
 - specific information
 - everything about the subject

Where to look for answers

- **Background information**
 - Dictionaries, encyclopaedias, textbooks
 - > Web searches can be useful starting points
- **Specific scholarly information**
 - Journal articles
 - > Databases are keys to journal articles
 - > Catalogue locates our journals, both print and electronic
- **Everything on topic**
 - Combination of sources

Scholarly and popular articles

- **Scholarly**

- Author recognized expert in the field
- intended for others in the same field
- List of references included
- Indexed in subject databases
- Reviewed by peers

- **Popular**

- Author not usually an expert
- Intended for a general audience
- References not usually included
- Not be indexed or indexed in very general databases
- Not peer reviewed

Noting the sources of the answers

- **Acknowledging what you have read shows the reader what material you have consulted and that you have interpreted the content and are able to express it in your own terms.**

What to record – citing and referencing

- **Books**
 - Authors, title, date, place and publisher
- **Chapters in books**
 - Author of chapter, pages and same as above
- **Journal articles**
 - Author, title of article, date, volume, issue and page numbers
- **Websites**
 - Author, title of page or website, date of last update, web address, access date

More information in *Citing and referencing tutorial*
<http://www.lib.monash.edu.au/tutorials/citing/>

When to acknowledge your sources

- **Acknowledge the source when**
 - You quote from a source
 - When you express someone else's ideas in your own words
 - When you have read something that has informed your writing

Summary

- **Break the topic into focussed questions**
- **Identify main themes**
- **Use words that define those themes**
- **Use a range of appropriate resources**
- **Keep a record of citation information**
- **Acknowledge your sources**

Tutorial session – week 5

- **In the tutorial sessions we will be doing hands-on exercises to build on today's learning.**
- **You can bring any questions about finding information for assignments to the sessions.**