Research Seminar

with Travis Basso
Define your topic

Gather background information

Cite your sources

Evaluate your sources

Locate your sources
Did you know?

How big is “Big”?

The evolution...

Kilobyte (KB) → Megabyte (MB) → Gigabyte (GB) → Terabyte (TB) → Petabyte (PB) → Exabyte (EB)

Kilobyte
- 2 Kilobytes: A Typewritten page.
- 100 Kilobytes: A low-resolution photograph.

Terabyte
- 1 Terabyte: 50000 trees made into paper and printed.
- 10 Terabytes: The print collections of the U.S. Library of Congress.

Exabyte
- 2 Exabytes: Total volume of information generated in 1999
- 5 Exabytes: All words ever spoken by human beings.

#Bigdata
#Opendata

Source: UC Berkeley’s School of Information Management and Systems
Information Overload

DATA VOLUMES ARE EXPLODING

[Diagram: Database icon, 5 EXABYTES → 2 DAYS]

“There were 5 exabytes of information created between the dawn of civilization through 2003, but that much information is now created every 2 days.”

— Eric Schmidt, Google CEO
It’s not information overload. It’s filter failure.

CLAY SHIRKEY
Visible Web

Invisible Web

Servers

Internet

Search Engine

*Quality of Info varied
*Little Bibliographic Control
*Anyone can Post Info

WEB .com
WEB .gov
WEB .org
WEB .gov
WEB .edu
WEB .com
WEB .org
WEB .com
WEB .org

Server

Internet

Database

*High Quality
*Reliable Information Providers
*Not Visible to General-Purpose Search Engines

Created by William Perrenod
Gatekeeping provides checks and balances.

Publishers, editors, librarians, peer review process

- Without gatekeepers, the concept of authority disappears, and you become the gatekeeper.
- Google algorithm decides for you.
All Research begins with a Question

Formulating a Research Question

What is a Research Question?
A research question is an analytical question that you work to answer in your paper. Your paper will analyze and explore possible answers to your research question.

How is a Research Question Different from a Thesis Statement?
A thesis statement is an argumentative statement that you work to prove in your paper. Unlike the research question, you must take a side and declare an argument with a thesis statement.

Steps to Formulating a Research Question

1. Start with a topic.
2. Narrow and focus your topic.
3. Formulate a question you want to ask about the topic.
4. Narrow the question, if possible.
2.3 The key to great research

What’s the point of doing research, then? A flip response might be that a professor or employer told you to do a research project, and you’re just following orders. But that’s not the answer I’m looking for. You should recognize first that there is a big difference between seeing data as a goal and data as a tool. What do I mean? Consider these two models:

**Data as goal:** Find out everything you can about a topic → Explain what you’ve learned.

**Data as tool:** Gather basic information about your topic → Identify a problem or issue related to that topic → Use the data you collect as a tool (a means) to try to solve that problem or issue.

Let’s consider the Climate Change (CC) as an example:

**Data as goal:** Find out what you can about CC and its causes → Explain all this in a paper.

**Data as tool:** Read some basic data on the CC → Discover an issue (e.g. the persistent counter-argument that current climate change is a natural phenomenon rather than something caused by greedy human beings) → Ask a question like this one, “How convincing is the scientific support for climate change as a natural phenomenon as opposed to being primarily the result of human activity?”
Narrowing the Topic

In order to have a clear thesis to your project, it is important to narrow your topic. You can start with the broadest of areas involving revolution, reaction, and reforms and narrow until you have a clear thesis.

<table>
<thead>
<tr>
<th>BROAD TOPIC</th>
<th>Pollution</th>
<th>Commercial fishing</th>
<th>Marketing</th>
<th>Nutrition</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESTRICTED TOPIC</td>
<td>Acid rain</td>
<td>Fishing and regulations</td>
<td>Nike and marketing</td>
<td>Diets and nutritional benefits</td>
</tr>
<tr>
<td>NARROWED TOPIC</td>
<td>Acid rain in the United States</td>
<td>Fishing regulations and New England</td>
<td>Nike and international marketing</td>
<td>Vegetarianism</td>
</tr>
<tr>
<td>RESEARCH QUESTION</td>
<td>What can the United States do to prevent acid rain?</td>
<td>What impact do fishing regulations have on commercial fishing in New England?</td>
<td>What are Nike’s business practices in international sales?</td>
<td>What nutritional benefits are there to vegetarianism?</td>
</tr>
</tbody>
</table>
Aspects of a Topic

Here we began with the broad topic: Childhood Education.

Consider all of the aspects that could be discussed.

Childhood Education

Teachers

Quality

How to determine the effectiveness of early education teachers.
“Wikipedia is not considered a credible source”
Notes [ edit]

3. ^ "Early Learning from Birth through Third Grade". National Governor's Association.
47. ^ Towns (2010). "Computer education and computer use by preschool educators".
55. ^ a b Campbell, F.A., Ramey, C.T., Pungello, E., Sparling, J., & Miller-Johnson,
Failure of leadership appears to have become contagious on a global scale.

In just recent memory we’ve witnessed a financial meltdown, likely the worst oil spill in history endangering the planet’s ecosystems, and a nagging case study on Toyota, a company that appears to have sacrificed customer safety in its quest to be the No. 1 automaker.

The public is begging to know who is in charge and how they could let these perils reach epic proportions. With outrage so palpable, it’s almost easy to see how leaders would cower and point the finger at anyone or anything to deflect blame.

Those of us in business are aware the top brass of many companies is being inundated with information. So many factors affect the bottom line, corporate lawyers are whispering in leadership’s ear warning about liability, crisis management experts are urging CEOs to “get out in front of the problem,” and the media are lying in wait. We cannot help but ask ourselves what we would do in these situations.

“In Toyota’s case, it is the classic question: What did they know and when did they know it? Here the public is asking Toyota what they knew, when they knew it and why it took so long for them to act.” Gioia said. “As soon as an automaker decides to initiate a recall, it is always open to accusation that it could have acted sooner. It’s a no-win situation. However, in this case we have smoking-gun memos that show Toyota was engaged in a deliberate corporate policy of trying to resist the U.S. government forcing a recall.”

The larger consequence, according to Gioia, is that people lose faith in both government and large companies. The public perception is that there are too many so-called “cozy relationships,” a perception only magnified by the apparent sweetheart arrangement between BP and the U.S. Minerals Management Service.

“It appears that we are becoming jaded and resigned to accepting collusion between government and corporations that have become ‘too big to fail,’” Gioia said.

So what is the answer to this conundrum? Effective business leadership means leading at all times, with both the bottom line and societal good in mind.
Failure of leadership    accept responsibility
oil spill               taking responsibility
ecosystems              corporate policy
Toyota                  recall
customer safety         lose faith in both government and large companies
companies               public perception
crisis management       too big to fail
media                   Effective business leadership

leadership and "crisis management" and “oil spills”

leadership and “public perception” and (corporate or organization)

corporations and “common good” and (recall or crisis)
Social media usage limits workplace productivity and contributes to lost earnings.

<table>
<thead>
<tr>
<th>Social Media</th>
<th>Workplace</th>
<th>Productivity</th>
<th>Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Network</td>
<td>Office</td>
<td>Efficiency</td>
<td>Profit</td>
</tr>
<tr>
<td>Facebook</td>
<td>Job</td>
<td>Production</td>
<td>Losses</td>
</tr>
<tr>
<td>Twitter</td>
<td>Company</td>
<td>Output</td>
<td>Revenue</td>
</tr>
</tbody>
</table>
Evaluating Resources

• Books & eBooks (Library Catalog)
• Journals: Popular, Scholarly, Trade (Databases)
• Web Resources (Online)
Primary, Secondary, & Tertiary Sources

What is a Primary Source?

Primary Sources
- Original documents created or experienced concurrently with the event being researched
- First-hand observations, contemporary accounts of the event. Viewpoint of the time
- Interviews, news footage, data sets, original research, speeches, diaries, letters, creative works, photographs

Secondary Sources
- Works that analyze, assess, or interpret a historical event, an era, or a phenomenon. Generally uses primary sources
- Interpretation of information, usually written well after an event. Offers reviews or critiques
- Research studies, literary criticism, book reviews, biographies, textbooks

Tertiary Sources
- Guides to the Literature
- Encyclopedia Articles
- Monographs
- Yearbooks
- Almanacs
- Indexes & Abstracts
- Bibliographic Databases
- Bioinformatics Databases
- Bibliographies
- Journal Articles
- Laboratory Notebooks
- Invisible College Memoranda
- Departmental Colloquia
- Correspondence
- E-mail
- Letter to Editor
- Letters
- Journals
- Biosequence Data
- Patents
- Conference Proceedings
- Technical Reports
- Dissertations
- Theses
Scheele Memorial Library

Fall Hours

- MONDAY - THURSDAY: 8.00 am - 12.00 am
- FRIDAY: 8.00 am - 10.00 pm
- SATURDAY: 10.00 am - 12.00 am
- SUNDAY: 10.00 am - 12.00 am

Reference Desk - x2202

Locate Books and Audio/Video
- Keyword Search

Locate Journals, Magazines, and Newspapers
- Title, publisher, subject or ISSN/ISBN
If you cannot find the book you are looking for click here and process an InterLibrary Loan request.

How long can library materials be checked out?

Generally, library materials may be borrowed for three weeks with the option to renew one time if no one else has requested the materials. Renewals may be made online in the ‘My Account’ module of the online catalog, in person at the library, or by phone to the library. Although there are some exceptions, the loan period for each type of material is as follows:

Three Weeks:
- Library of Congress Collection (general circulating book collection)
- Curriculum Materials Center (CMC) books, tests, kits, and A-V

One Week:
- All audio-visual materials (videos, kits, DVDs, CDs, CD-ROMS, computer disks, records, films, transparencies, cassettes, slides, laser disks, etc.)
1. Learning and attention disorders in adolescence and adulthood [electronic resource]: assessment and treatment
   by Goldstein, Sam, 1952-, Naglieri, Jack A., DeVries, Melissa Wiley InterScience (Online service)

   Format: Book | Website or downloadable
   Publisher and date: Hoboken, N.J. : John Wiley & Sons, c2011.
   ISBN: 9781118093088 (electronic bk) 1118093089 (electronic bk) 9781118061893 (electronic bk) 1118061896 (electronic bk)
   Online Resources:
   This is an electronic book, click here for access.
   Holdings: 1 copy.
   Copies available at Concordia College - Scheele Memorial Library Electronic Resource [eBook]

2. The Black church and hip hop culture [electronic resource]: toward bridging the generational divide
   by Price, Emmett George

   Format: Book | Website or downloadable
   Publisher and date: Lanham, Md. : Scarecrow Press, 2012
   ISBN: 081088237X (electronic bk) 9780810882379 (electronic bk)
   Online Resources:
   This is an electronic book click here to access
   Holdings: 1 copy.
   Copies available at Concordia College - Scheele Memorial Library Electronic Resource [eBooks]
Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment

Authors: DeVries, Melissa
Naglieri, Jack A.
Goldstein, Sam

Publication Information:

Resource Type: eBook

Description: Fully revised coverage with the most current diagnoses and treatments for adolescents and adults living with learning and attention disorders. Reflecting the most recent and relevant findings regarding Learning Disabilities (LD) and Attention-Deficit/Hyperactivity Disorder (ADHD), this Second Edition of Learning and Attention Disorders in Adolescence and Adulthood provides practitioners in the fields of education and mental health with a set of practical guidelines to assist in the assessment, diagnosis, consultation, and treatment of adolescents and adults struggling with LD and ADHD. The new edition includes: An emphasis on working from strengths—adapting to disabilities and dealing with them successfully on a daily basis. New coverage of the causes and long-term implications of LD and ADHD. In adolescents and adulthood. New chapters on treatment effectiveness, building resiliency and shaping mindsets; cognitive therapy, and strategies for coaching to help guide individuals with LD and ADHD. Contributions from leading researchers, including Noel Gregg, Russell Barkley, Kevin Antshel, and Nancy Mather. Drawing on evidence-based techniques to meet the pragmatic demands for intervention, the Second Edition guides school psychologists, counselors, and educators in promoting positive change for adolescents and adults with LD and ADHD as they strive for success in school, work, and home settings.

Subjects: Learning disabilities
Attention-deficit disorder in adolescence
Attention-deficit disorder in adults

Categories: PSYCHOLOGY / Education & Training

Related ISBNS: 978047055182, 9781118093085, 9781118061893, 9781118061923.

OCLC: 703246485

Accession Number: 356175

Publisher: Print/Save 50 pages
Permissions: Copy/Paste Restricted
Concurrent User: Limited User Access (1 Copies Available)
# Popular & Trade Magazines vs. Scholarly Journals

<table>
<thead>
<tr>
<th></th>
<th>Popular Magazines</th>
<th>Trade Publications</th>
<th>Scholarly Journals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audience</strong></td>
<td>General Public</td>
<td>Professionals in a particular industry/profession</td>
<td>Scholars and students</td>
</tr>
<tr>
<td><strong>Authors</strong></td>
<td>Reporters</td>
<td>Professionals in the field</td>
<td>Scholars in the field</td>
</tr>
<tr>
<td><strong>Documentation</strong></td>
<td>Sources sometimes cited for news articles, but rarely</td>
<td>Sources rarely cited</td>
<td>Cite sources in footnotes or bibliography</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Provide general information and geared to sell advertising space</td>
<td>Report on concerns of a particular industry/profession</td>
<td>Report on original research or experimentaton</td>
</tr>
<tr>
<td><strong>Articles</strong></td>
<td>Usually short articles with catchy or popular titles, no abstracts</td>
<td>Usually short articles sometimes with catchy titles, usually no abstracts</td>
<td>Usually longer articles (3+ pages) with scholarly titles, usually have abstracts at beginning.</td>
</tr>
<tr>
<td><strong>Article Acceptance Procedure</strong></td>
<td>Articles written by hired reporters, edited by magazine editors, and published</td>
<td>Articles written by freelance reporters, guest contributors, or professionals in a particular industry/profession</td>
<td>Often undergo a &quot;peer-reviewed&quot; process -- reviewed by other scholars in the field before being published. Sometimes these journals are called &quot;refereed journals&quot;</td>
</tr>
</tbody>
</table>

- **Popular** vs. **Scholarly**
Peer Review Process

- Gatekeeping
- Vetting
- Accuracy
- Critical
The Impact of Marital Conflict and Disruption on Children’s Health

Sharon K. Houseknecht
Ohio State University
Darcy W. Rengo
McGill University

This article investigates the effect of inconsistency between parental marital conflict and disruption on children’s health. Two hypothesis situations arise when minimal marital conflict precedes disruption or when marital conflict is high but there is no disruption. Using data from the National Longitudinal Survey of Youth, two alternative hypotheses, the stress vulnerability hypothesis and the

Abstract: Brief, comprehensive summary of the article. Use to determine if article is relevant to your topic.

Introduction & Background: States the reason for the research, background about the issue being studied and reviews the literature on the topic.

Past Studies

Most of the studies measured in our review of the literature that examined the effect of parental marital conflict or divorce or separation on children’s health focused on mental health rather than overall health. Astin (1990) found that adolescents whose biological parents had separated or divorced were slightly more depressed than were those with only biological parents. This finding suggests that the stressful nature of the disruption outing of the HMDV target of the survey, the goal of controlling temporal order as much as possible.

Conceptual Framework

There are a number of theories to explain the impact of marital conflict and disruption on child well-being. One that is most general and o severe [https://example.com/concepts/8509]
Methodology:
- Describes the population being studied
- Methods used to gather the data
- Methods used to analyze the data

Data and Methods

Data
This research uses data from the NLSY, a longitudinal study of a national sample of American men and women who were 14 to 21 in 1979. Our data from the Health and Retirement Study (HRS) does not lend itself to the same follow-up. Following these children, the sample size is 994 children.

Measurement

Dependent Variables
Childhood Illness Requiring Medical Attention in 1994
The main dependent variable in this study is whether the child had a physical or mental illness that required medical attention in the past year at home in 1994. Medically attended illnesses at the child's residence.

Results: Summarizes the results and findings using text, tables, charts, and graphs

Table 1 shows the mean, standard deviation, and variable definitions. We see for the majority of boys and girls were relatively healthy, with only about...
Template for Analyzing the Logic of an Article

Take an article that you have been assigned to read for class, completing the "logic" of it using the template below. This template can be modified for analyzing the logic of a chapter in a textbook.

The Logic of "(name of the article)"

1) The main purpose of this article is _____________________________. (State as accurately as possible the author's purpose for writing the article.)

2) The key question that the author is addressing is _____________________________. (Figure out the key question in the mind of the author when s/he wrote the article.)

3) The most important information in this article is _____________________________. (Figure out the facts, experiences, data the author is using to support her/his conclusions.)

4) The main inferences/conclusions in this article are _____________________________. (Identify the key conclusions the author comes to and presents in the article.)

5) The key concept(s) we need to understand in this article is (are) _____________________________. By these concepts the author means _____________________________. (Figure out the most important ideas you would have to understand in order to understand the author's line of reasoning.)

6) The main assumption(s) underlying the author's thinking is (are) _____________________________. (Figure out what the author is taking for granted [that might be questioned].)

7a) If we take this line of reasoning seriously, the implications are _____________________________. (What consequences are likely to follow if people take the author's line of reasoning seriously?)

b) If we fail to take this line of reasoning seriously, the implications are _____________________________. (What consequences are likely to follow if people ignore the author's reasoning?)

8) The main point(s) of view presented in this article is (are) _____________________________. (What is the author looking at, and how is s/he seeing it?)

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References


Library Resources

Resources

Library Research Advisor

- Make an appointment with a librarian Monday-Friday 10AM - 3PM. Click on the form to schedule a meeting.

Reserve Items

Course Reserves are located at the circulation desk.

eResources

- Multi-disciplinary
- Sciences
- Business
- Nursing, Medical
- Religion
- Newspapers
- Literature
- Psychology
- Education
- Environment
- Encyclopedia
- Government
- **ERIC** - The Educational Resource Information Center, contains more than 1,194,000 records and links to more than 100,000 full-text documents from ERIC.
- **Education Research Complete** - A bibliographic and full-text database covering scholarly research and information relating to all areas of education. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing.
- **Library, Information Science & Technology Abstracts** - This database indexes more than 500 core journals, more than 50 priority journals, and 125 selective journals; plus books, research reports, and proceedings. Subject coverage includes librarianship, classification, cataloging, bibliometrics, online information retrieval, information management, and more. Coverage in the database extends as far back as the mid-1960s.
- **Professional Development Collection** - Designed for professional educators, this database provides a highly specialized collection of 520 high quality education journals, including nearly 350 peer-reviewed titles. This database also contains more than 200 educational reports. Professional Development Collection is the most comprehensive collection of full text education journals in the world.
- **ProQuest Education Journals** - Search the leading full-text journals in education and related fields. More information.
- **The Chronicle Of Higher Education** - A source of news, information, and jobs for college and university faculty members and administrators.
Search Results: 1 - 10 of 24

1. **Pre-K Physical Education: Universal Initiatives and Teacher Preparation Recommendations**
   - **By:** Ross, Susan M.; Quest; v65 n1 p1-13 2013. (EJ990882)
   - **Subjects:** Physical Education; Physical Activities; Physical Education Teachers; Physical Activity Level; Teacher Education Programs; Knowledge Base for Teaching; Incidence, Change Strategies; Educational Change; Educational Improvement; Comprehensive Programs; Educational Quality; Educational Development; Educational Opportunities; Preschool Education; Preschool Teachers; Educational Practices
   - Request this item through interlibrary loan

2. **The Rush toward Universal Public Pre-K: A Media Analysis**
   - **By:** Brown, Carolyn A.; Wright, Travis S.; Educational Policy; v25 n1 p115-133 Jan 2011. (EJ911222)
   - **Subjects:** Policy Formation; Printed Materials; Early Childhood Education; School Choice; Content Analysis; Educational Policy; Politics of Education
   - Request this item through interlibrary loan

3. **The Effects of Universal Pre-K in Oklahoma: Research Highlights and Policy Implications. CROCUS Working Paper.**
   - **By:** Gormley, William T., Jr.; Phillips, Deborah. 2003 34 pp. (ED482868)
   - **Subjects:** American Indian Students; Black Students; Comparative Analysis; Elementary School Students; Full Day Half Day Schedules; Hispanic American Students; Minority Groups; Outcomes of Education; Preschool Education; Program Effectiveness; Program Evaluation; Public Policy; Racial Differences; Social Differences; White Students
1. The Effects of Universal Pre-K on Cognitive Development
   Subjects: Preschool Education; Kindergarten; Cognitive Development: Young Children; Achievement Tests; Eligibility; School Readiness; Program Effectiveness; Measures (Individuals)
   Academic Journal
   HTML Full Text  PDF Full Text

2. Commentary: Systemic Impact of Universal Pre-Kindergarten
   Subjects: Age; Early Childhood Education; Toddlers; Infants; Program Effectiveness; Kindergarten; Administrator Attitudes; Preschool Education; State Aid; Educational Finance; Educational Quality; Access to Education
   Academic Journal
   PDF Full Text

3. Will Mayor De Blasio Turn Back the School Reform Clock?
   By: Meyer, Peter. Education Next, v14 n2 p18-25 Spr 2014. (EJ1033067)
   Subjects: Educational Change; Governance; City Government; Change Agents; School Restructuring; School Choice; Achievement Gap; Achievement Gains; Mathematics Achievement; Reading Achievement; Charter Schools; Educational Planning; Educational Policy; Politics of Education; Political Attitudes
   Academic Journal
   PDF Full Text
<table>
<thead>
<tr>
<th>Operator</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
</table>
| **AND** | narrows your search  
both terms must be present  
fewer results  
retrieves information which contains both the words  
advertising AND teenagers | ![Venn Diagram](advertising_ANDTeenagers) |
| **OR** | broadens your search  
only one of the terms must be present  
often used with synonyms as search terms  
retrieves information which contains either of the words  
advertising OR marketing | ![Venn Diagram](advertising_ORmarketing) |
| **NOT** | narrows your search by excluding terms  
retrieves information in which at least one term is excluded  
for example, results will contain information about  
advertising but NOT television  
advertising | ![Venn Diagram](advertising_NOTtelevision) |
1. Self-Report Assessment of Executive Functioning in College Students with Disabilities
   By: Grieve, Adam; Weine-Behrman, Lisa; Coullou, Ryan. Journal of Postsecondary Education and Disability, v27 n1 p19-32 Spr 2014. (EJ1029638)
   Full Text from ERIC
   Subjects: Disabilities; Executive Function; Self Evaluation (Individuals); Age Differences; Symptoms (Individual Disorders); Questionnaires; Surveys; Undergraduate Students; Graduate Students; Attention Deficit Hyperactivity Disorder; Mental Disorders; Learning Disabilities; College Freshman; Multiple Disabilities

2. Positive Psychology and Self-Efficacy: Potential Benefits for College Students with Attention Deficit Hyperactivity Disorder and Learning Disabilities
   By: Costello, Carla A.; Stone, Sharon L. M. Journal of Postsecondary Education and Disability, v25 n2 p119-129 Sum 2012. (EJ904281)
   Full Text from ERIC
   Subjects: Learning Disabilities; Self Efficacy; Attention Deficit Hyperactivity Disorder; Psychology; College Students; Psychological Patterns; Student Needs; Student Personnel Services; Academic Support Services; Positive Attitudes; College Faculty; Teacher Role

3. Tic Disorders and Learning Disability: Clinical Characteristics, Cognitive Performance and Comorbidity
   By: Eacon, Vassaloma; Crnic, Rud; McPherson, Sarah. Australasian Journal of Special Education, v37 n2 p162-172 Dec 2013. (EJ1017941)
   Subjects: Neurological Impairments; Disabilities; Comorbidity; Special Education; Learning Disabilities; Mental Disorders; Attention Deficit Hyperactivity Disorder
Search Results: 1 - 10 of 111

1. **Developmental Disorders of Language and Literacy: Special Issue**
   **Subjects**: Dyslexia; Language Impairments; Learning Disabilities; Developmental Disabilities; Literacy
   ![PDF Full Text]

2. **E-Word Wall: An Interactive Vocabulary Instruction Tool for Students with Learning Disabilities and Autism Spectrum Disorders**
   By: Narkon, Drue E.; Wells, Jenny C.; Segal, Lillian S. TEACHING Exceptional Children, v43 n4 p38-45 Mar-Apr 2011. (EJ920099)
   **Subjects**: Visual AIDS; Teacher Effectiveness; Autism; Learning Disabilities; Vocabulary Development; Teaching Methods; Pervasive Developmental Disorders; Computer Uses In Education; Educational Technology; Reading Difficulties; Reading Instruction
   ![PDF Full Text]

3. **Dyslexia from a Cross-Linguistic and Cross-Cultural Perspective: The Case of Russian and Russia**
   By: Kornev, Aleksandr N.; Rakhlin, Natalia; Origreenko, Elena L. Learning Disabilities: A Contemporary Journal, v8 n1 p41-69 Mar 2010. (EJ806433)
   **Subjects**: Reading Difficulties; Language Research; Reading Research; Cross Cultural Studies; Sociolinguistics; Dyslexia; Cultural Differences; Foreign Countries; Literacy; Learning Disabilities; Symptoms (Individual Disorders); Russian
   ![PDF Full Text]
The Common Core State Standards and Reading: Interpretations and Implications for Elementary Students with Learning Disabilities

By: Haager, Diane; Vaughn, Sharon. Learning Disabilities Research & Practice, v28 n1 p5-16 Feb 2013. (EJ996134)

Subjects: Learning Disabilities; State Standards; Guidance; Special Education Teachers; Elementary School Students; Elementary School Teachers; Teacher Expectations of Students; Academic Standards; Reading Instruction; Reading Tests; Language Arts

Literacy Challenges and Opportunities for Students with Learning Disabilities in Social Studies and History

By: Bulgran, Janis A.; Granor, Patricia Sampson; DeShler, Donald D. Learning Disabilities Research & Practice, v28 n1 p17-27 Feb 2013. (EJ996200)

Subjects: Learning Disabilities; State Standards; Educational Opportunities; Evidence; Adolescents; Social Studies; Academic Standards; History; Secondary School Teachers; Secondary School Students; Student Needs; Educational Needs; Teacher Expectations of Students; Teacher Student Relationship; History Instruction; Teaching Methods; Critical Thinking; Thinking Skills; Special Education Teachers
Citations

• Navigation
• Attribution
• Plagiarism
WHEN IN ROME DO AS THE ROMANS!

- Be taught the culture
- Adopt the culture
- Practice the culture

Why Use Citations?

To give credit to the sources you've used
To enable others to find the same sources you've used
To be part of the "scholarly conversation"

The Scholarly Conversation

Kenneth Burke, in The Philosophy of Literary Form (Berkeley: University of California Press, 1941), provides the analogy of academic scholarship as an infinite, ongoing conversation, which you join, contribute to, and take from, and to which others, likewise, do the same. By joining the academic world, engaging in research, using the research of others who have gone before you, and writing your own papers, you are participating in the scholarly conversation.

References


1. **Child Development**

   By Olson, Willard C. ISSN: 0009-3920, 1467-8624. Psychology

   ![Full Text Access]

   - Academic Search Complete 03/01/1930 - present (Full Text Delay: 1 year)
   - Education Research Complete 03/01/1930 - present (Full Text Delay: 1 year)
   - Professional Development Collection 03/01/1930 - present (Full Text Delay: 1 year)

2. **Child Development Research**

   ISSN: 2090-3987, 2090-3995.

   ![Full Text Access]

3. **Child Development Perspectives**


   ![Full Text Access]
1. Developmental Trajectories of Externalizing Behaviors in Childhood and Adolescence.


Subjects: BEHAVIOR; ADOLESCENCE; AGGRESSION (Psychology); PSYCHOLOGY; DEVIANT behavior
Evaluating a Web Site for Research Rubric

Directions: Use this rubric to determine if an Internet site is suitable for research.

You do not need to use this rubric for sources that are provided through our subscription databases.

<table>
<thead>
<tr>
<th>Score</th>
<th>0</th>
<th>1</th>
<th>2</th>
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<td>Check the author’s credentials and affiliation. Is the author an expert in the field?</td>
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<td>The author is likely a student. Spelling and other errors indicate that the author is not an expert.</td>
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<td>The author is not named and/or no credentials are given.</td>
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<td>The author’s credentials are given and indicate that he/she is an expert in the field.</td>
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<td>Does the resource have a reputable organization behind it? (If you can’t tell right away, strip the URL from the right side until you get to a home page.)</td>
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<td>The page is hosted by an individual. (The home page is a personal page hosted by an internet service provider such as AOL, Yahoo, or Info.)</td>
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<td>Any of these: • The home page is a .K-12 site. • The home page is a student’s folder or e-mails site. • The home page is an unknown.com or .org.</td>
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<td>The home page is sponsored by a known business, professional association, government, university, or university.</td>
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<td>A United States government department or agency is the home page.</td>
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<td>Are the site’s sources of information stated? Are photos clearly labeled and sources cited?</td>
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<td>No sources or works cited are given.</td>
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<td>There is a general statement about the source of the information, but no specific works cited list.</td>
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<td>There is a works cited list and/or a bibliography for further information.</td>
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<td>There is a works cited list and/or a bibliography for further information. Photos are labeled and cited.</td>
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<td>Check: About &amp; Dates</td>
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<td>What is the purpose of the site? Is the information merely fact or opinion?</td>
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<td>The purpose is personal.</td>
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<td>The purpose is to sell something personally, offer assistance, or give a point of view. There may be some factual information or useful pictures but the focus of the site is to promote something.</td>
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<td>The purpose is to offer factual information. Some opinion may be included.</td>
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<td>The purpose is to support scholarly research with factual information.</td>
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<td>0 to 6 pts</td>
<td>Highly questionable source.</td>
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<td>7 to 10 pts</td>
<td>Site is useful for ideas or casual projects. Do not cite as a reference for a research paper or academic project.</td>
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<td>15 to 18 pts</td>
<td>Excellent source for research.</td>
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Currency
Authority
Purpose
Objectivity
Writing Style
early childhood education

Stand on the shoulders of giants
Early childhood education

T. Bruce - Hachette UK

Early childhood education

W. S. Barnett - School reform proposals: The research evidence, 2002 - books.google.com

Pre-kindergarten education for disadvantaged children can greatly increase their cognitive abilities, leading to long-term increases in achievement and school success. Although general cognitive abilities as measured by IQ may only temporarily increase, persistent

Early childhood education

S. Elango, J. L. Garcia, J. H. Heckman, A. J. Hoijn - NBER

ABSTRACT This paper organizes and synthesizes the literature on early childhood education and childcare. In it, we go beyond meta-analysis and reanalyze primary data sources in a common framework. We consider the evidence from means-tested

Early childhood education

JL Hymes Jr - JSTOR

The early childhood education movement gathers strength with each passing year. The few states which do not yet have free public kindergartens strive to achieve them. Increasingly one hears talk of free public programs for all four year olds. Almost surely, publicly-aided day

Scaffolding Children's Learning: Vygotsky and Early Childhood Education - NAEYC Research into Practice Series, Volume 7

LE Berk, A. Winsler - ERIC

This book is an effort to introduce early childhood educators to Vygotsky’s perspective, research on young children that has been stimulated by this perspective, and current educational practices emanating from it. The discussion is divided into seven chapters.
early childhood education

Stand on the shoulders of giants
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Locate Books and Audio/Video
Keyword Search  Search

Locate Journals, Magazines, and Newspapers
Title, publisher, subject or ISSN/ISBN  Search

Use this Guide before beginning your research

Limit Your Results
Peer Reviewed

Information Literacy and ACRL's Framework

The Framework offered here is called a framework because it is based on a cluster of interconnected core concepts:

Still can’t find what you are looking for?
Research is a process of investigation. An examination of a subject from different points of view. It's not just a trip to the library to pick up a stack of materials, or choosing the first five hits from a Google search. Research is a hunt for quality information. It is getting to know a subject by reading up on it, reflecting, and playing with ideas.

The key to genuine research is a good research question that addresses a problem calling for analysis. Answering a research question requires that you use information, that is, data as a tool and not as a goal.

Data as a Goal is simply finding everything you can about a topic and explaining what you read.

Data as a tool is finding out the basics about a topic that you can use to further your research.

Preliminary research: Using Wikipedia, Databases, and Britannica Online for Academic Research:

Research background material: Engage in preliminary research and reading to give you the necessary background knowledge of your subject and to make sure you have narrowed and focused your topic. Read until you know enough about your subject to have informed opinions. How much reading you need to do will depend upon the complexity of the topic and your prior knowledge of the subject matter. You might want to begin with general sources: encyclopedias, dictionaries, text books, and subject reference works.

Using Wikipedia to gain background information on your topic? Read about Wikipedia, its strength and weaknesses. Remember, Wikipedia is not considered to be a reliable source as not everything in Wikipedia is written and verified by experts.