EDUC 6002

RESEARCH SKILLS & RESOURCES

Melissa Rivosecchi
Teaching & Research Librarian, Social Sciences

January 21, 2025

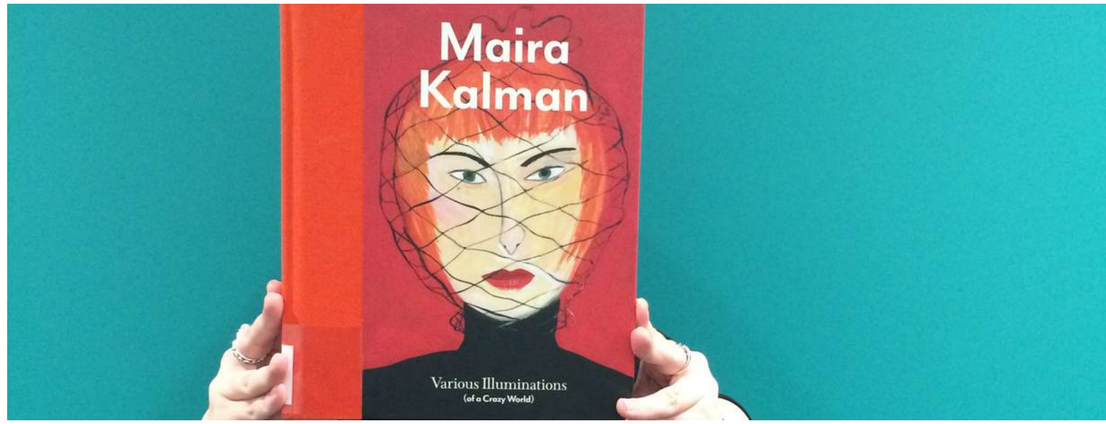
Hi I’m Mel!

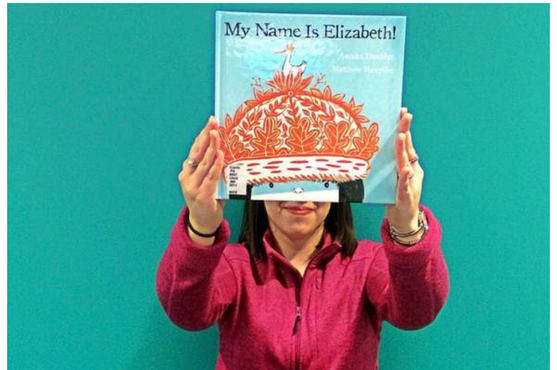
Librarian for Education, Art Education, Creative Arts Therapies and Psychology.

melissa.rivosecchi@concordia.ca

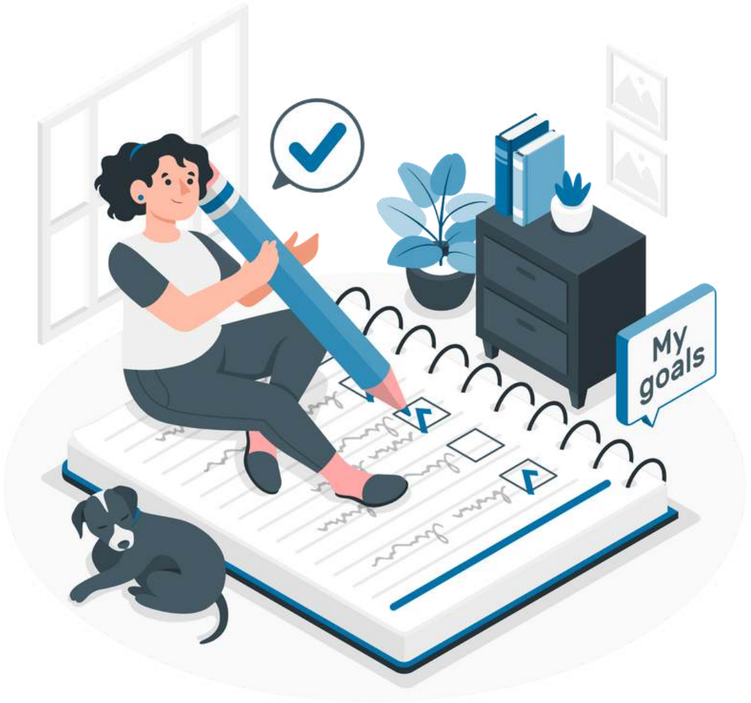
I can help with:

- Accessing library resources
- Developing search strategies
- Finding resources
- APA/Citation management guidance





IN TODAY'S SESSION, YOU WILL...



UNDERSTAND THE RESEARCH PROCESS

DEVELOP A RESEARCH QUESTION

IDENTIFY KEY CONCEPTS

DEVELOP A SEARCH STRATEGY

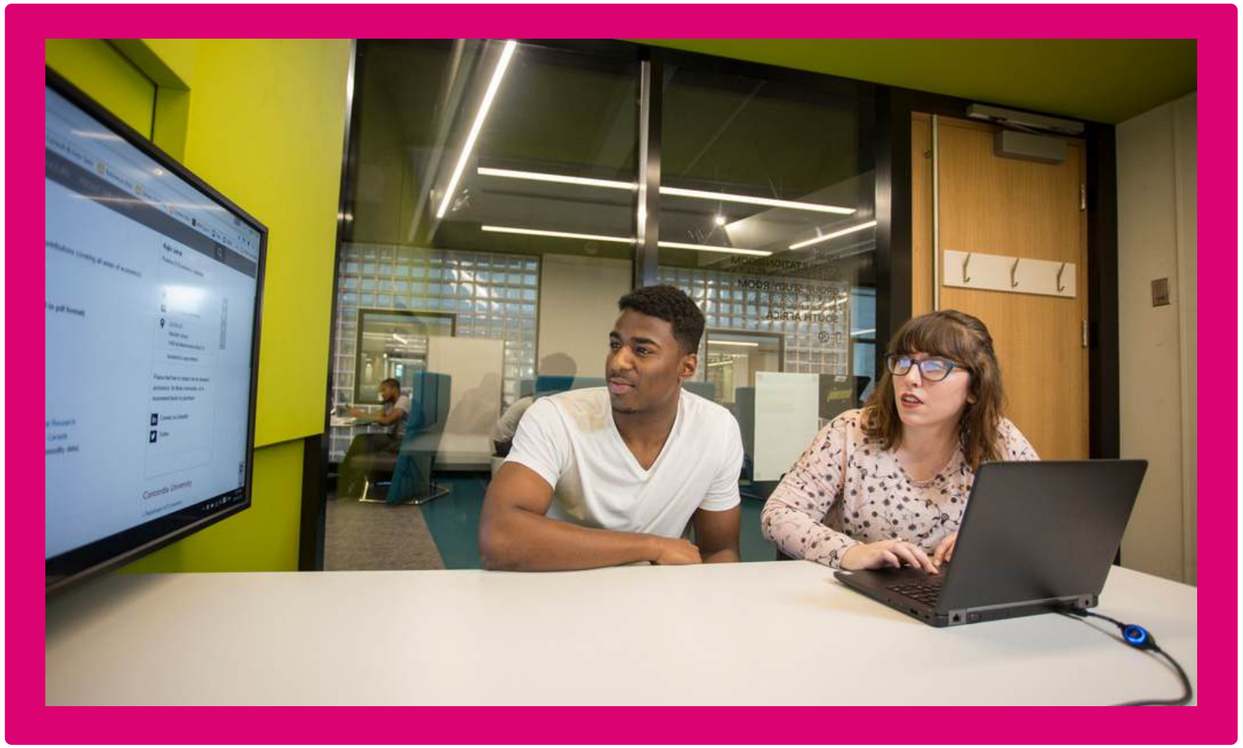
APPLY SEARCH STRATEGY IN A DATABASE

FIND APA CITATION GUIDES

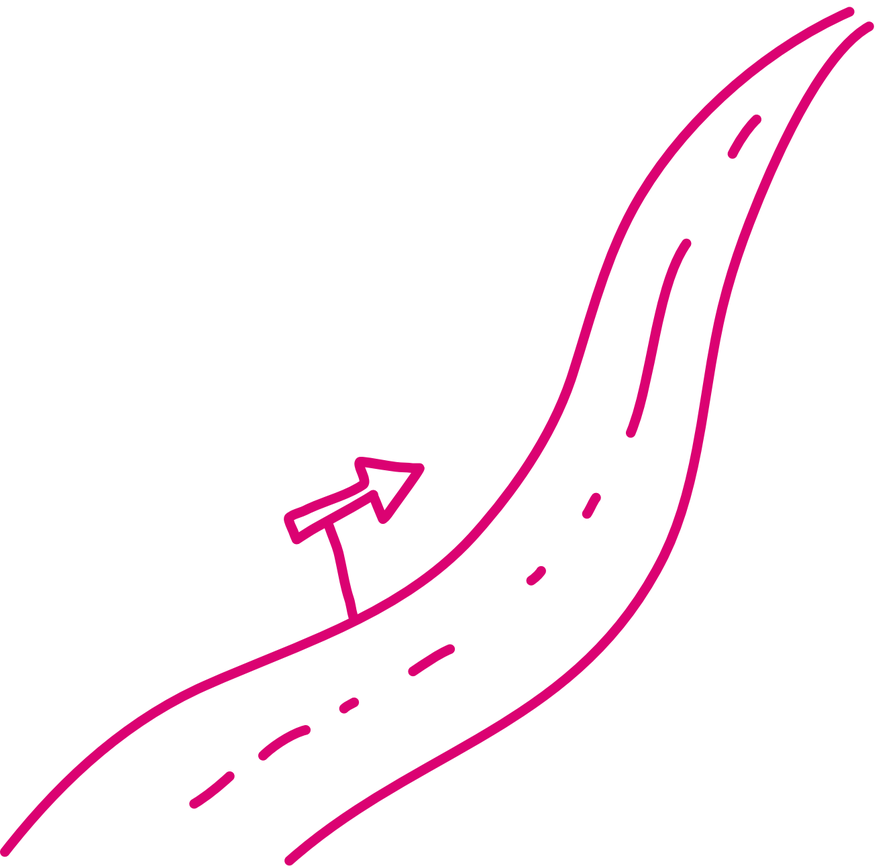
MANAGE CITATIONS WITH ZOTERO

ACADEMIC SUPPORT

We are just one of many places on campus that want to help you on your path to academic success.



MAPPING IT OUT



Individually, take two minutes right now to **draw a diagram or picture of your process** for completing the research assignment in this course.

How will you start?

Where will you stop?

What are your steps?

The reality is....

Your process might feel messy or chaotic.

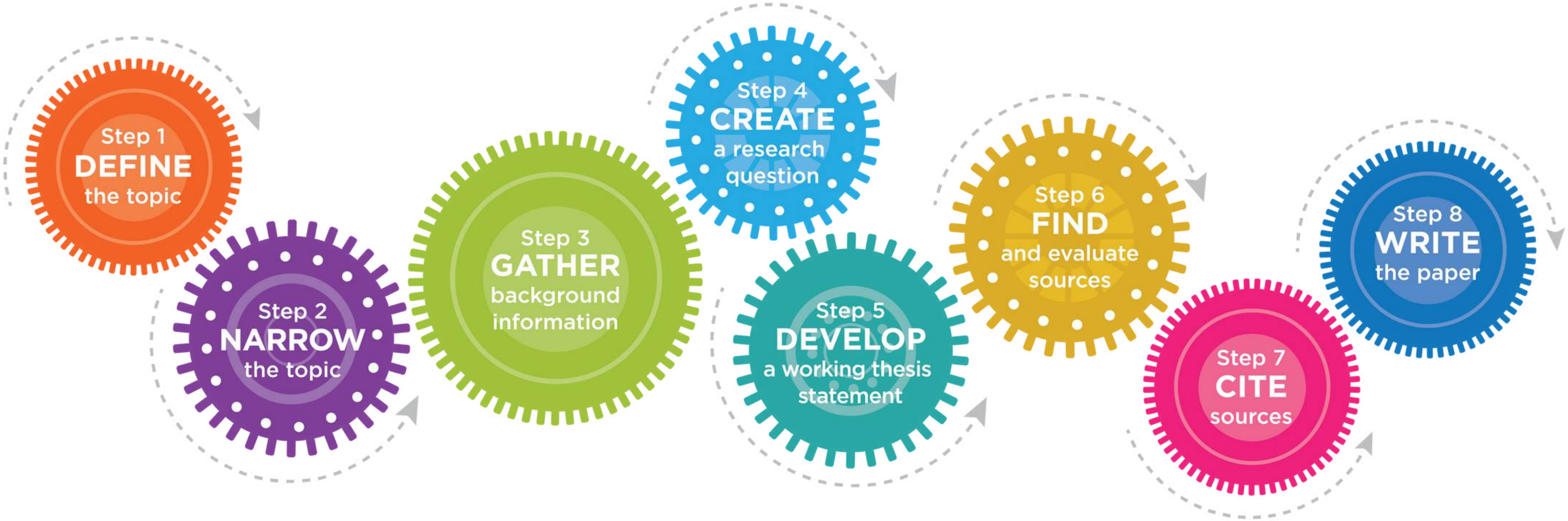
Don’t worry: clarity will emerge!

Model of the Information Search Process (Kuhlthau, 2004)

	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assessment
Feelings (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction / Confidence	Satisfaction or Disappointment	Sense of accomplish-ment
Thoughts (Cognitive)	vague →			focused →		increased interest	Increased self-awareness
Actions (Physical)	seeking	relevant Exploring	information →	seeking	pertinent Documenting	information	

Adapted from “Information search process” by C. C. Kuhlthau, 2010, http://wp.comminfo.rutgers.edu/ckuhlthau2/wp-content/uploads/sites/185/2016/01/ELIS-3E.pdf

THE RESEARCH PROCESS



The Research Process graphic. Authored by: Kim Louie for Lumen Learning. License: CC BY: Attribution

Developing a research question and search strategy

Developing a research question

WHO	• Who are being affected? • Who are we interested in?
WHAT	• What are we interested in? • What is happening?
WHEN	• Time frame? • Certain moment in time?
WHERE	• Where did it happen? • Geographic scope?

QUESTION FRAMEWORK

A framework can help you structure your research question and identify the focus of your review, for example:

- **PICO**: Population, Intervention, Comparison, Outcome
- **PEO**: Patient/Population/Problem, Exposure, Outcomes
- **SPIDER**: Sample, Phenomenon of interest, Design, Evaluation, Research type

SYSTEMATIC REVIEWS GUIDE

This guide is designed to provide you with the information and tools you need to plan and carry out a systematic review or other knowledge synthesis project.

Getting started

Review types and definitions, planning your project, methodology resources

Searching

Databases, advanced search techniques, testing searches, filters/HEDGES, grey literature, search logs and reporting

Managing & reporting

Exporting and managing: software, quality assessment and meta-analysis, writing your Methods section & PRISMA

EXPLAINING YOUR RESEARCH IDEAS

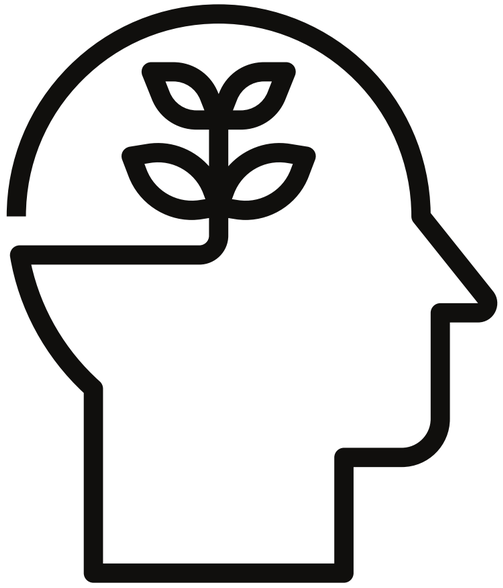
1. Form groups of two people.
2. Person A will have 2 minutes to explain their research topic or idea.
3. On a piece of paper (or Word/Google doc), Person B will jot down 5 main words they hear.
4. After 2 minutes, switch roles.
5. Trade papers (or docs)!

How did that go?

Was your classmate able to understand the main ideas of your topic? Was there anything missing?

RESEARCH QUESTION

How effective is experiential learning in promoting skill development and problem-solving abilities in adult learners ?



KEY CONCEPTS

How effective is **experiential learning** in promoting **skill development** and **problem-solving** abilities in **adult learners**?

Key concept	Key concept	Key concept
experiential learning	skill development, problem solving	adult learners

SYNONYMS OR RELATED CONCEPTS

Key concept	Key concept	Key concept
experiential learning	skill development, problem solving	adult learners

SYNONYMS OR RELATED CONCEPTS

Key concept	Key concept	Key concept
experiential learning	**skill development, problem solving**	**adult learners**
Experiential education		
problem-based learning		
Hands-on learning		

SYNONYMS OR RELATED CONCEPTS

Key concept	Key concept	Key concept
experiential learning	**skill development, problem solving**	**adult learners**
Experiential education	skill acquisition	
problem-based learning	critical thinking	
Hands-on learning	decision making	

SYNONYMS OR RELATED CONCEPTS

Key concept	Key concept	Key concept
experiential learning	**skill development, problem solving**	**adult learners**
Experiential education	skill acquisition	lifelong learners
problem-based learning	critical thinking	adult education students
Hands-on learning	decision making	mature students

ANDs & ORs

Key concept	Key concept	Key concept
experiential learning	**skill development, problem solving**	**adult learners**
OR	OR	OR
Experiential education	skill acquisition	lifelong learners
OR	OR	OR
problem-based learning	critical thinking	adult education students
OR	OR	OR
Hands-on learning	decision making	mature students

AND AND

ANDs & ORs

AND

Combines concepts

OR

"OR" give you "MORE"!

Key concept	Key concept	Key concept
experiential learning	**skill development, problem solving**	**adult learners**
OR	OR	OR
Experiential education	skill acquisition	lifelong learners
OR	OR	OR
problem-based learning	critical thinking	adult education students
OR	OR	OR
Hands-on learning	decision making	mature students

AND AND

Asterisk

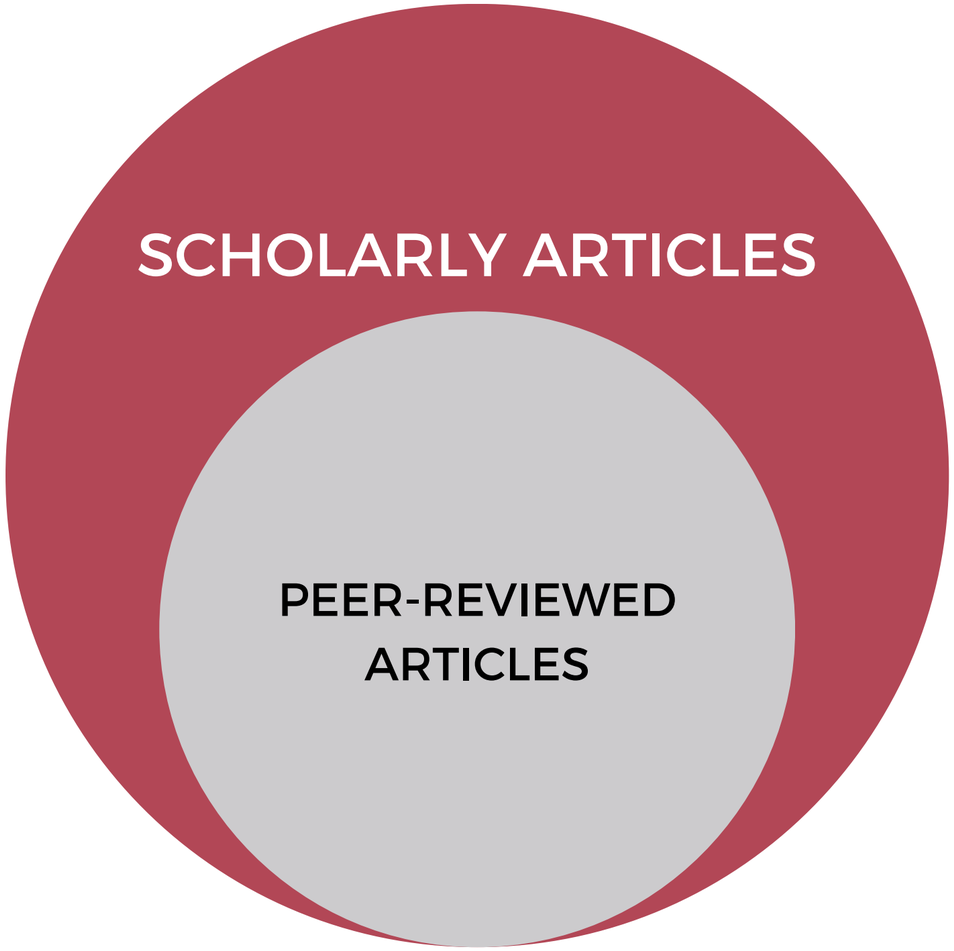
When placed near the end of a word finds variants. Can also be used for spelling variants.

Example: learn* = learning, learner, learners, learned

Quotation marks

Using quotation marks ensures that results retrieved contain only the exact phrase.

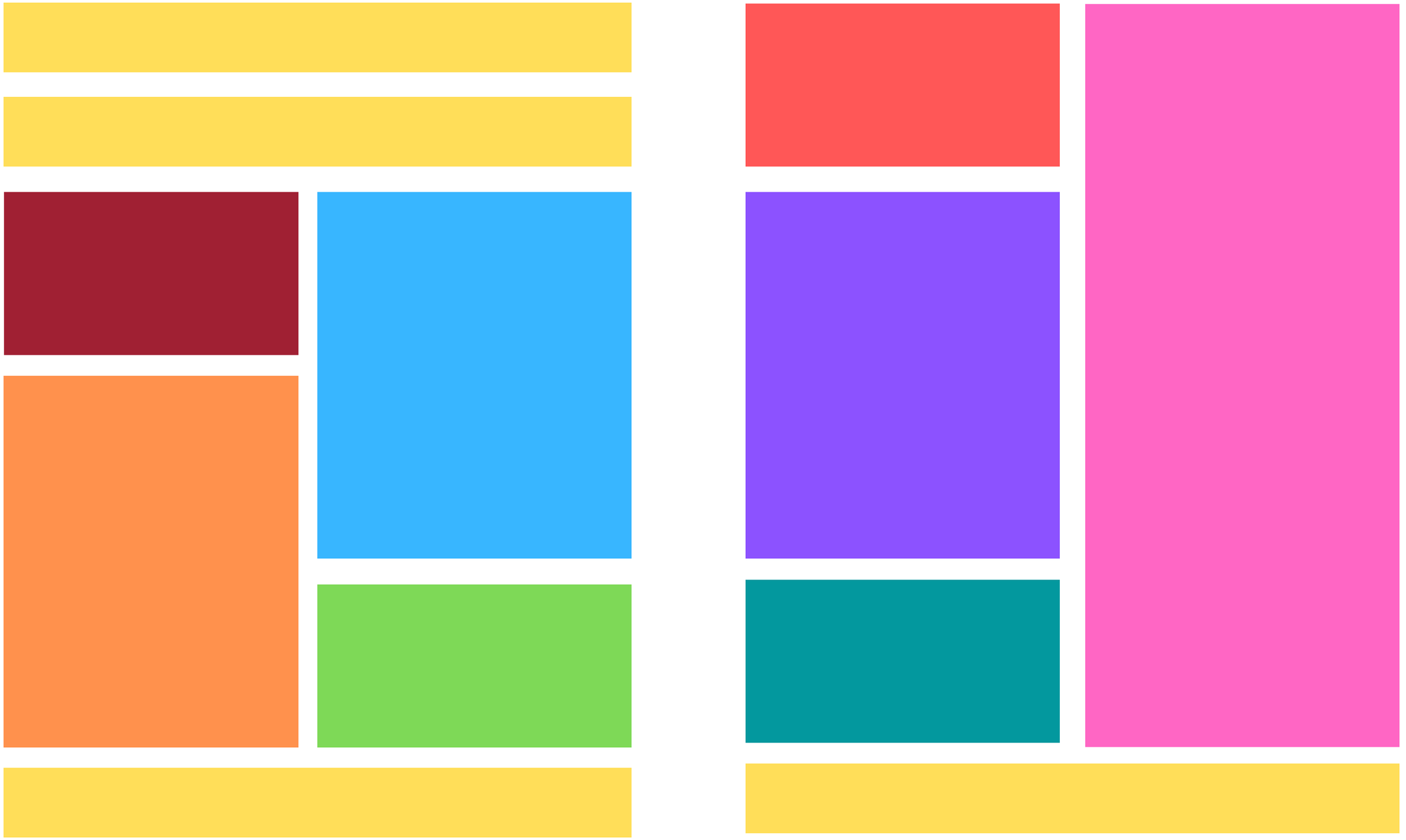
Example: "college students", “mental health”



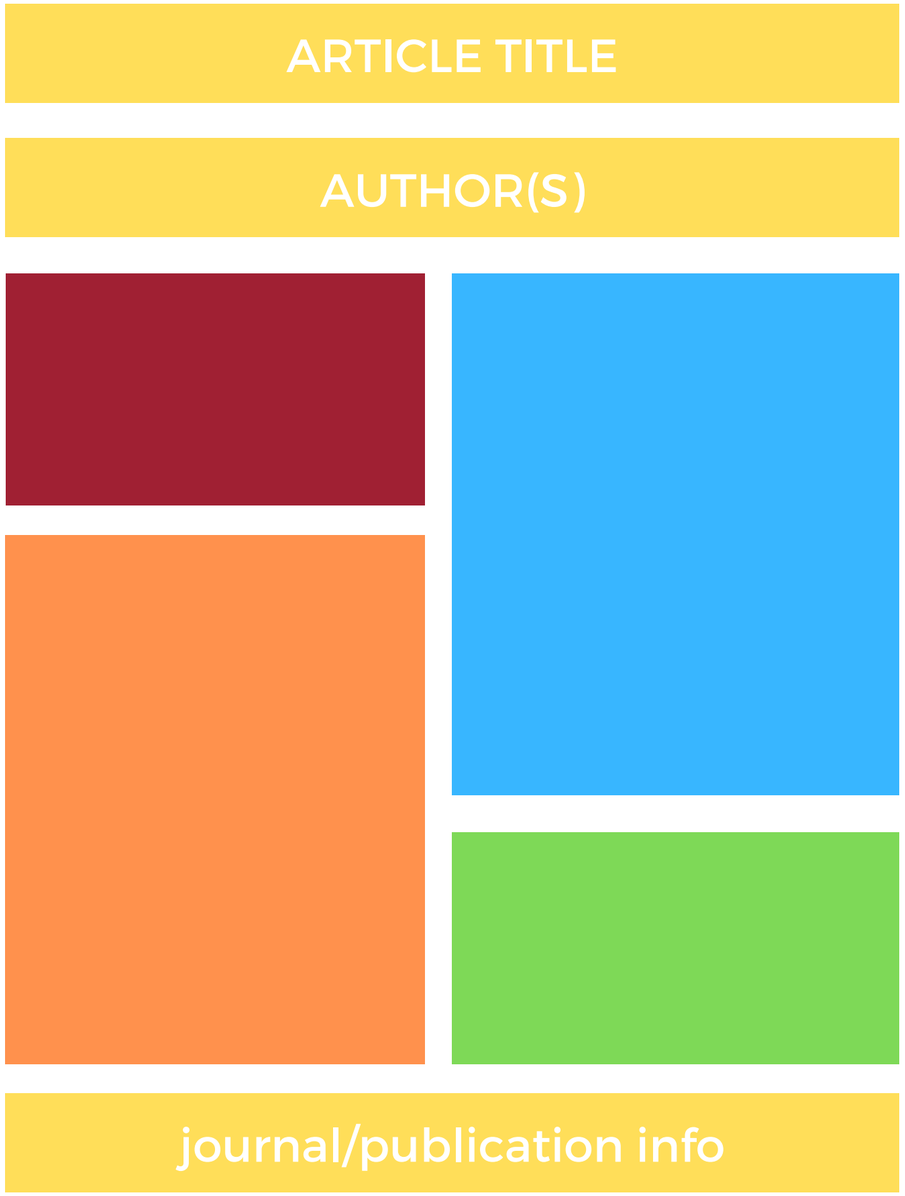
Scholarly vs. Peer-reviewed articles

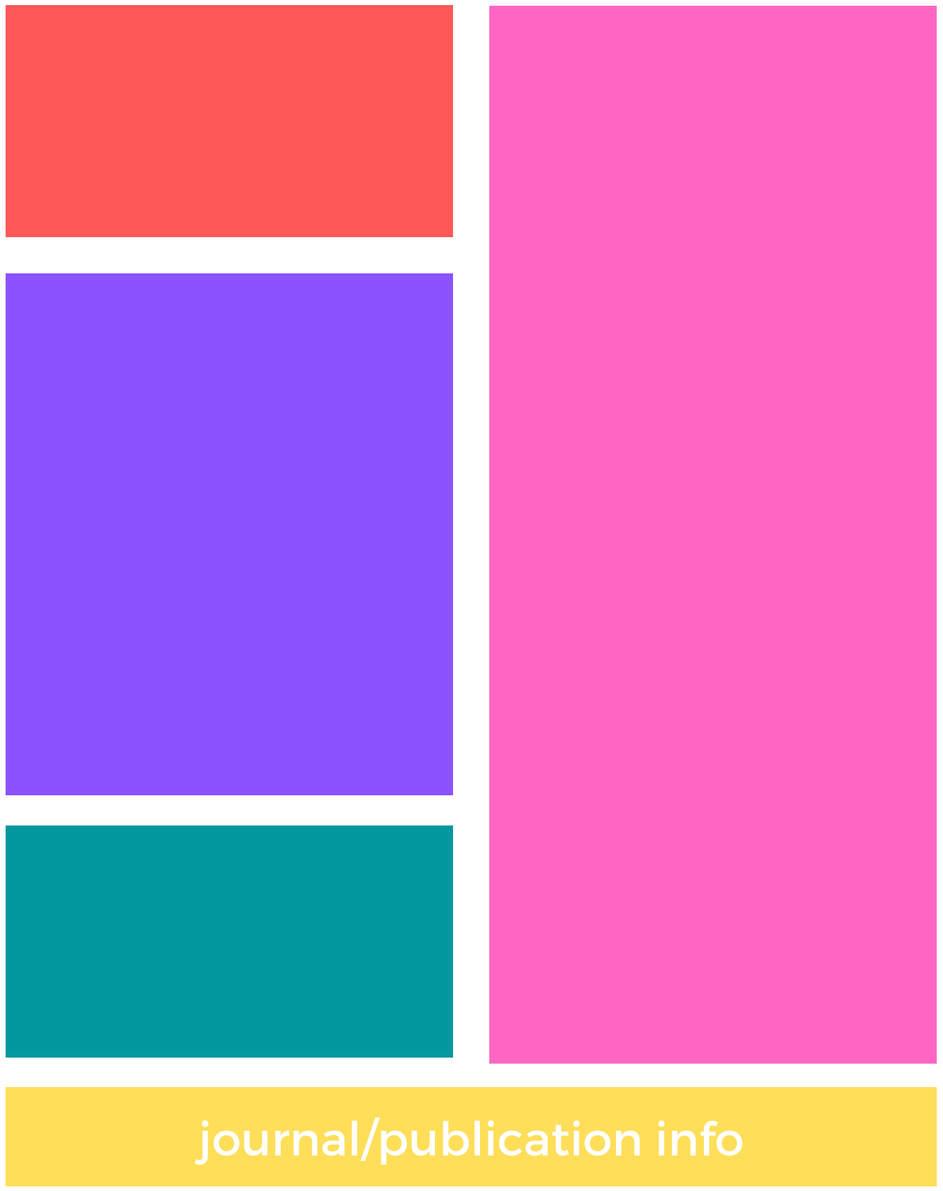
- Scholarly articles refer to academic articles
- Peer-review (aka "Refereed") articles are a subset of scholarly articles

Scholarly Articles

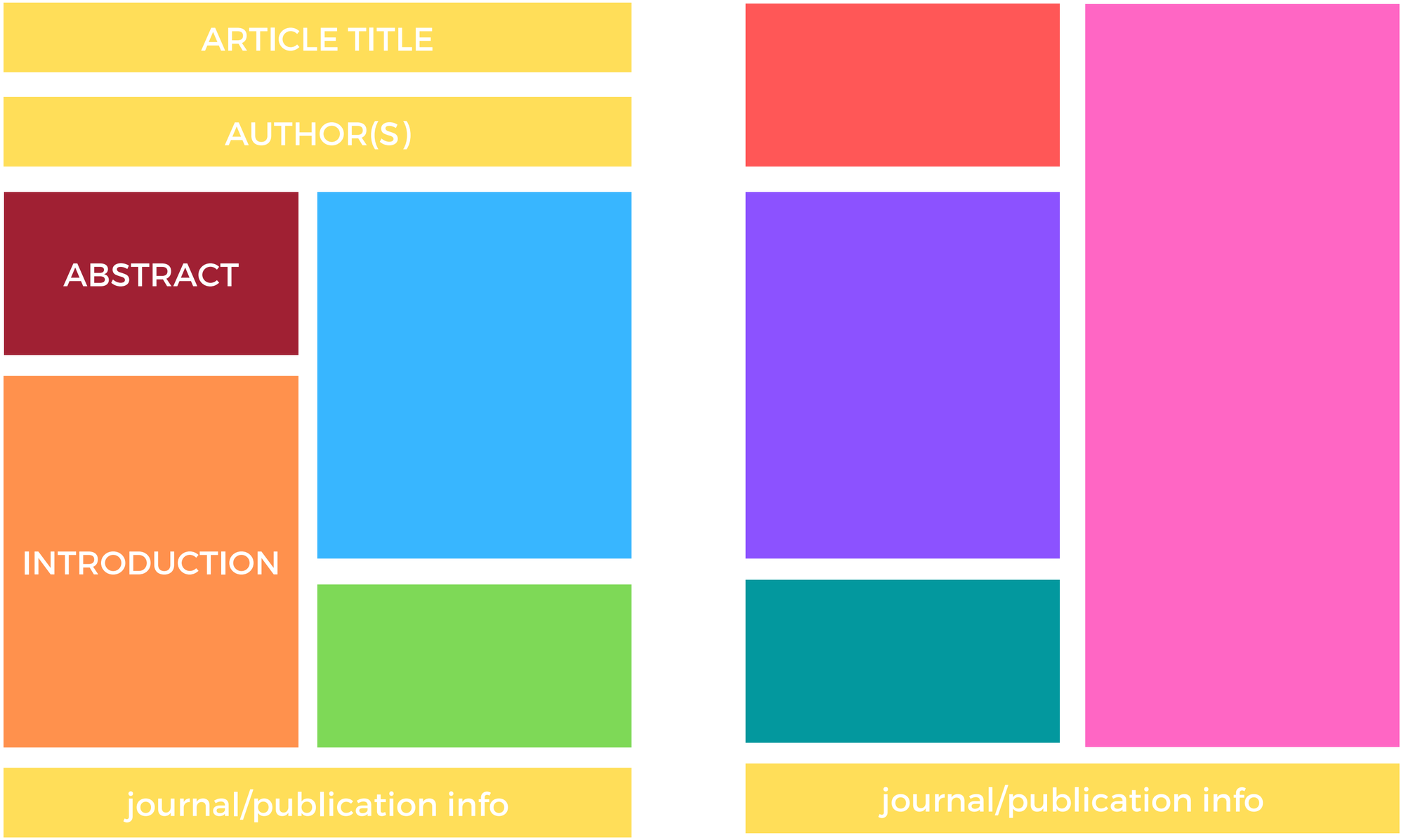


Scholarly Articles

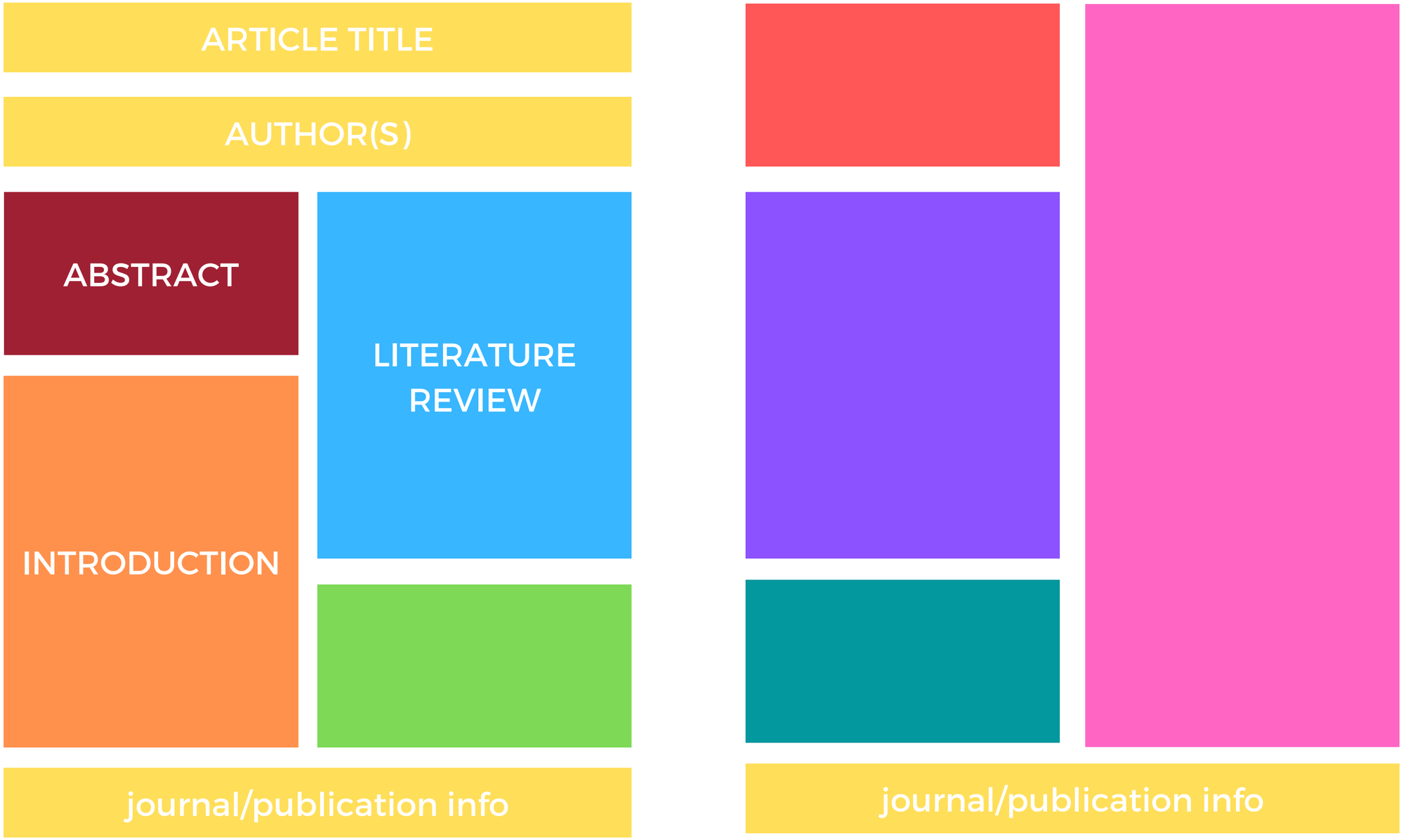




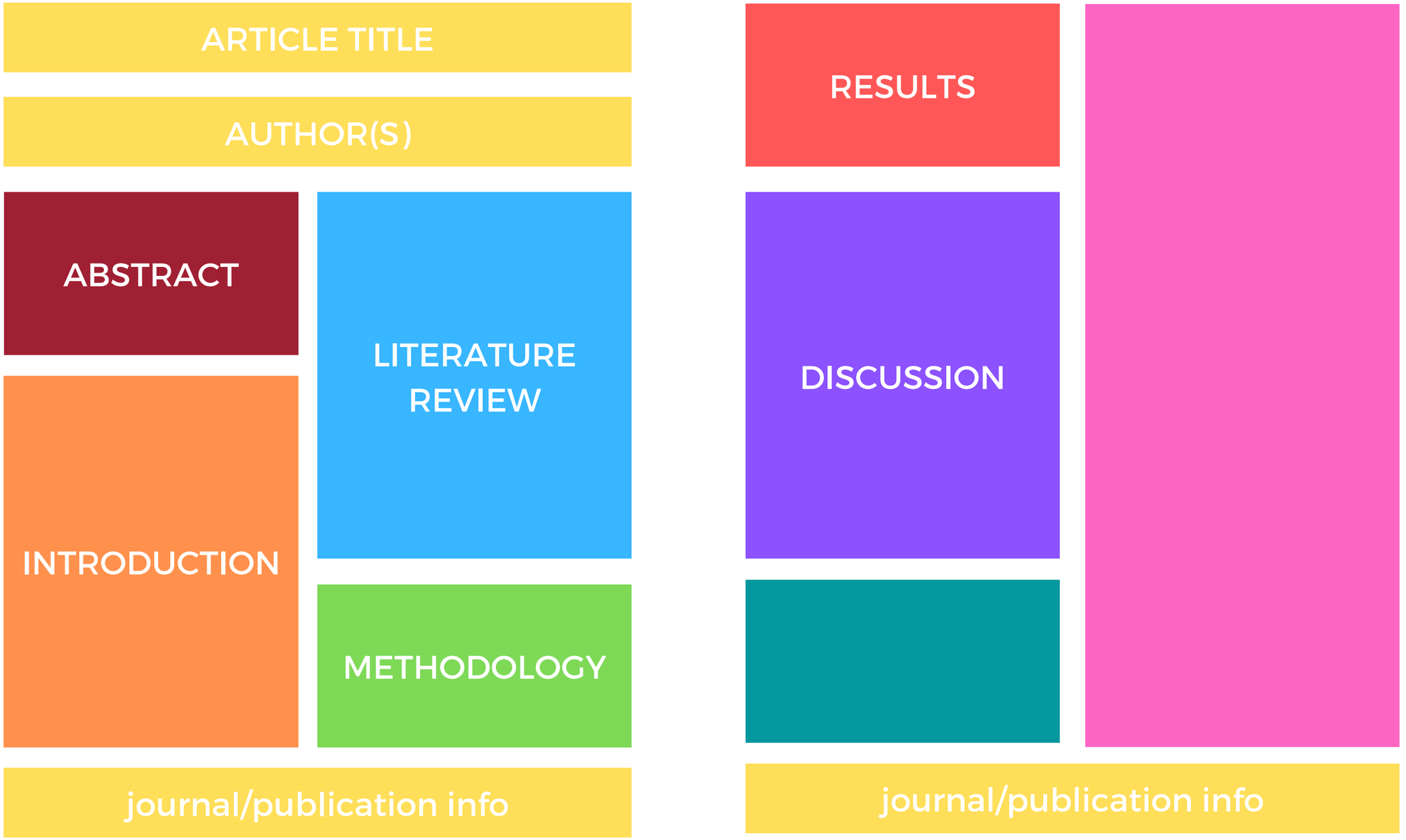
Scholarly Articles



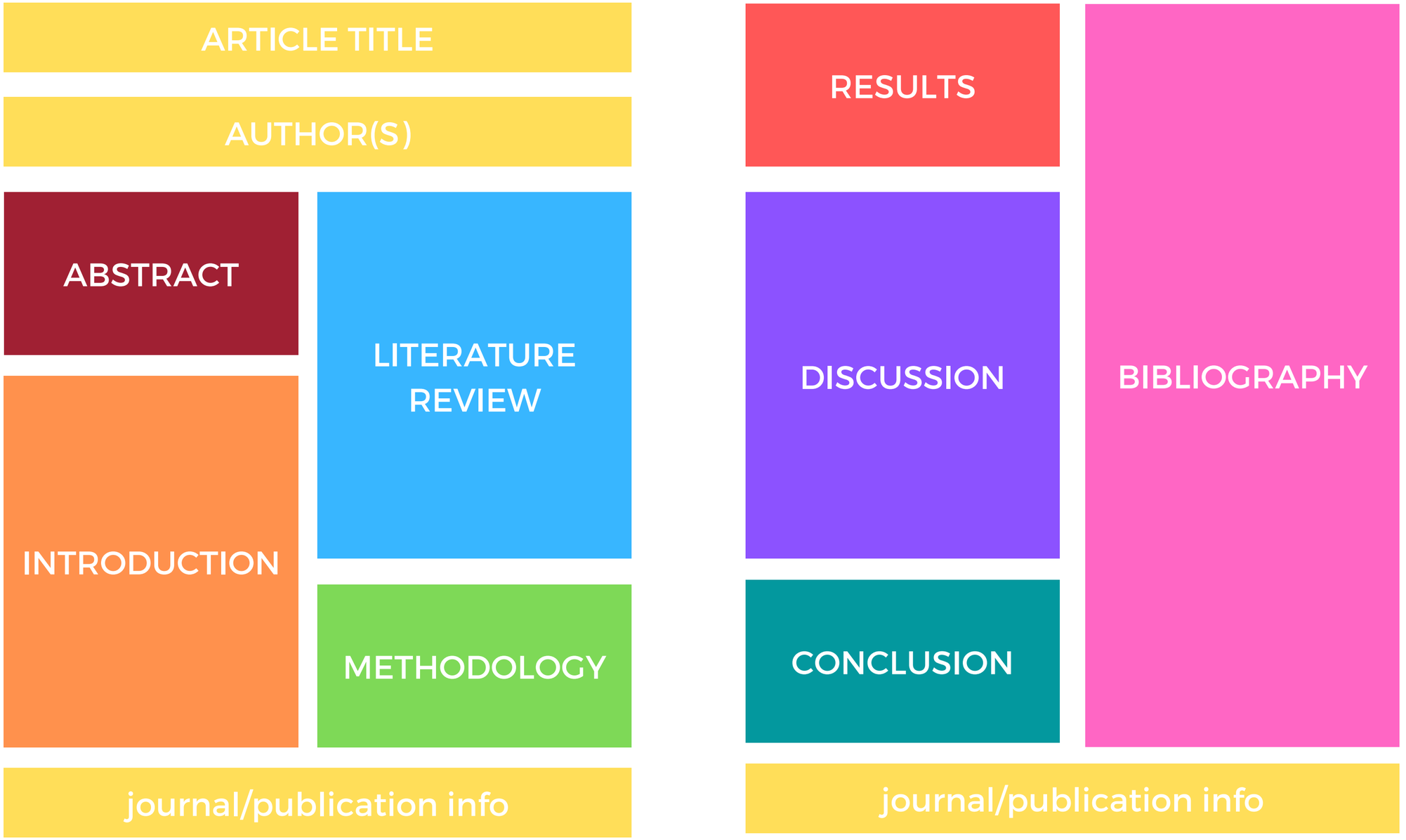
Scholarly Articles



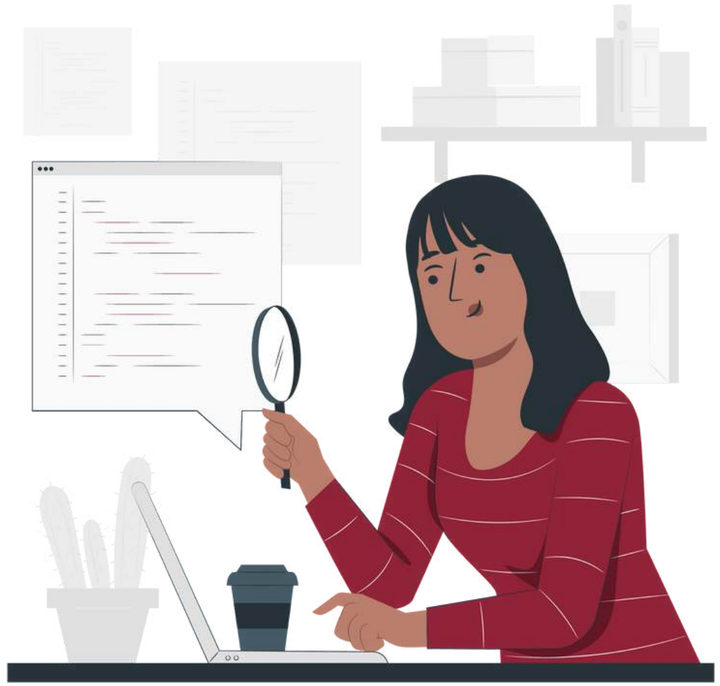
Scholarly Articles



Scholarly Articles



EVALUATING ARTICLES



AUTHORITY/AUTHORSHIP

CURRENCY/TIMELINESS

COVERAGE/RELEVANCE

PURPOSE/AUDIENCE

OBJECTIVITY/THOROUGHNESS

ACCURACY/DOCUMENTATION

Concordia Library guide on "How to evaluate articles"

HOW DO I KEEP TRACK OF ALL THIS INFORMATION?

Literature Review Synthesis Matrix and Research Log templates

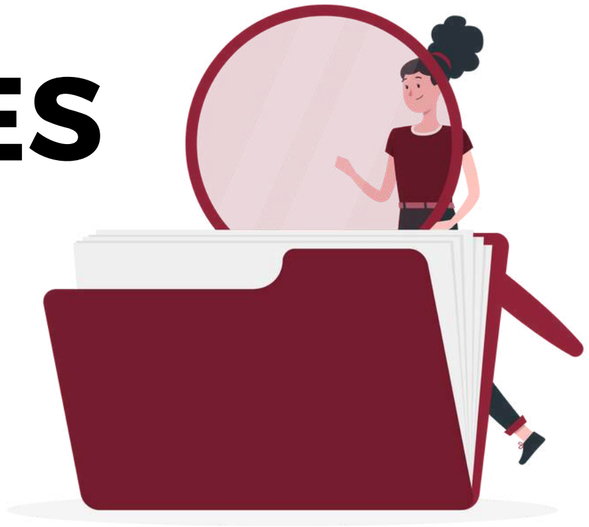
Citation (APA)	Methods	Intervention	Keywords / Subjects	Concept 1:	Concept 2:	Concept 3:	Key quotes	Gaps, problems, unresolved questions, notes on sources

Date	Database name	Search terms	Search limits	Results
			Scholarly/Peer-reviewed	
18-Sep-23	Education Source		Date range	

SUBJECT GUIDES

- Education subject guide
- Applied linguistics/TESL subject guide

EDUCATION DATABASES



ERIC

Covers over 1,100 current journals, most of which are peer reviewed; also includes conference papers, research reports, and other grey literature (ERIC Documents).

EDUCATION SOURCE

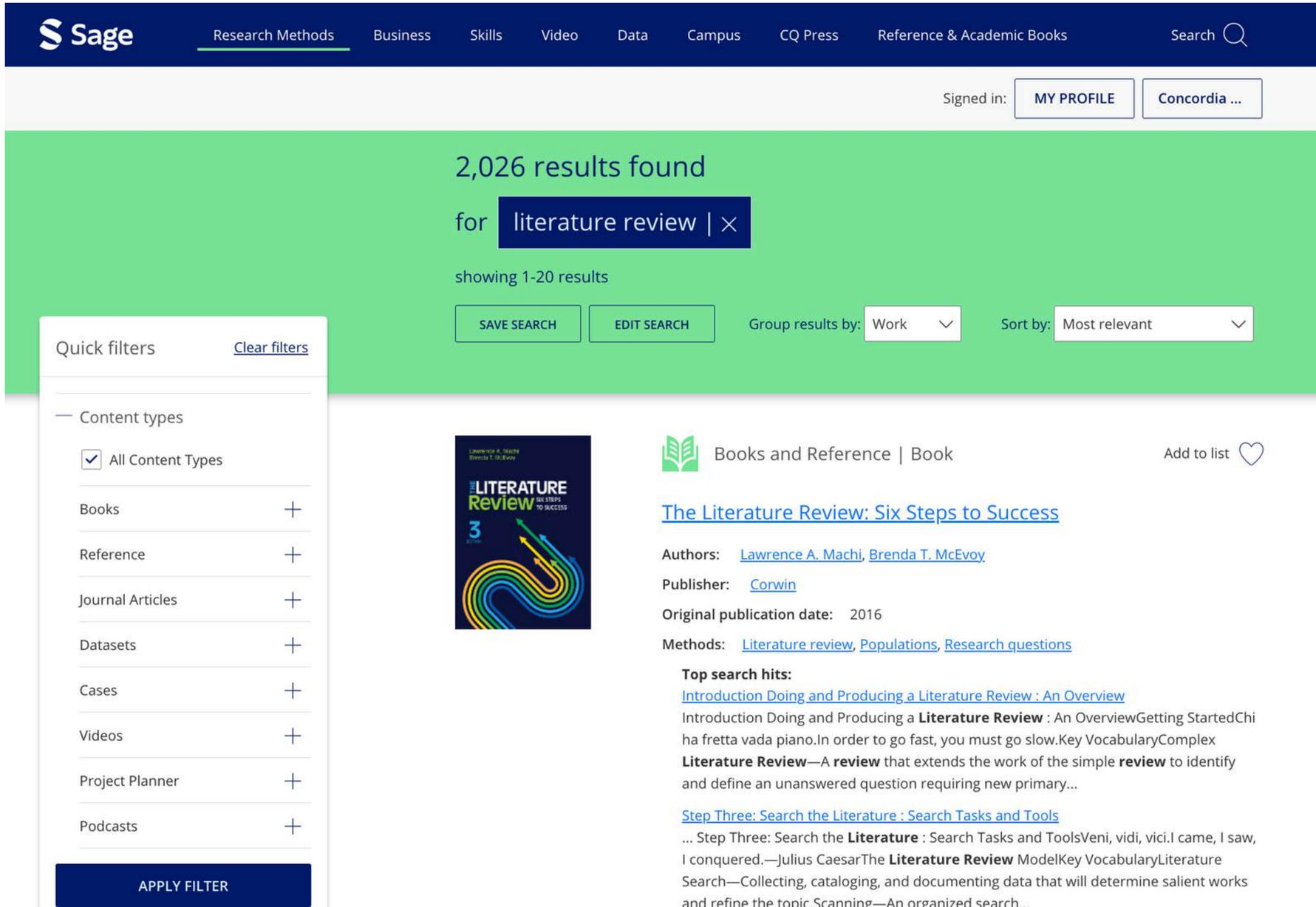
Includes thousands of scholarly and professional journals covering all areas of Education.

SAGE Research Methods Online contains encyclopedias, dictionaries, books, journal articles and videos dealing with research methods in both theoretical and practical terms.

SAGE RESEARCH METHODS ONLINE

The Literature Review: Six Steps to Success

Reviewing the Literature (Project planner)

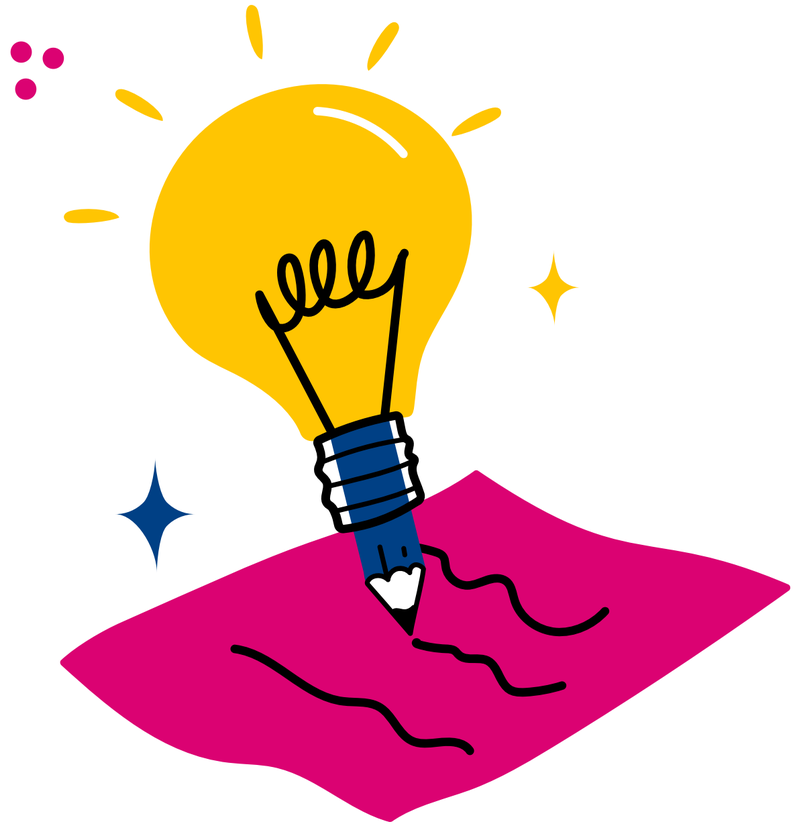


RESOURCES FOR WRITING LIT REVIEWS

The literature review : six steps to success (book)

How to write a literature review (guide)

Writing a literature review | GRTR37



TYPES OF REVIEWS

A typology of reviews: An analysis of 14 review types and associated methodologies (Grant and booth, 2009)

DOI: 10.1111/j.1471-1842.2009.00848.x

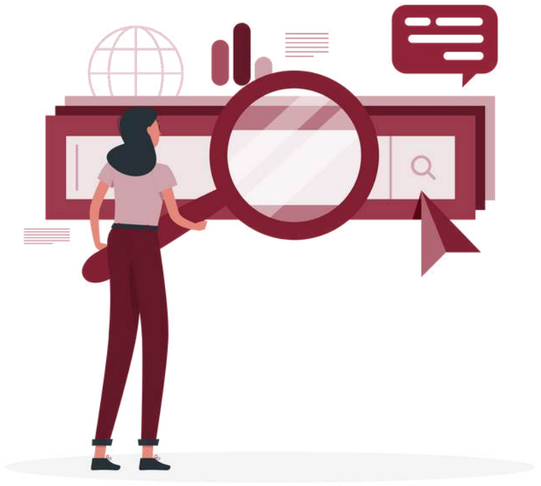
Review Article

A typology of reviews: an analysis of 14 review types and associated methodologies

Maria J. Grant* & Andrew Booth†, *Salford Centre for Nursing, Midwifery and Collaborative Research (SCNMCR), University of Salford, Salford, UK, †School of Health and Related Research (ScHARR), University of Sheffield, Sheffield, UK

Table 1 Main review types characterized by methods used

		Methods used (SALSA)			
Label	Description	Search	Appraisal	Synthesis	Analysis
Critical review	Aims to demonstrate writer has extensively researched literature and critically evaluated its quality. Goes beyond mere description to include degree of analysis and conceptual innovation. Typically results in hypothesis or model	Seeks to identify most significant items in the field	No formal quality assessment. Attempts to evaluate according to contribution	Typically narrative, perhaps conceptual or chronological	Significant component: seeks to identify conceptual contribution to embody existing or derive new theory
Literature review	Generic term: published materials that provide examination of recent or current literature. Can cover wide range of subjects at various levels of completeness and comprehensiveness. May include research findings	May or may not include comprehensive searching	May or may not include quality assessment	Typically narrative	Analysis may be chronological, conceptual, thematic, etc.



ELECTRONIC RESOURCES

DATABASES BY SUBJECT

Browse databases by subject or search for a specific database

E-JOURNALS

Search by journal publication title

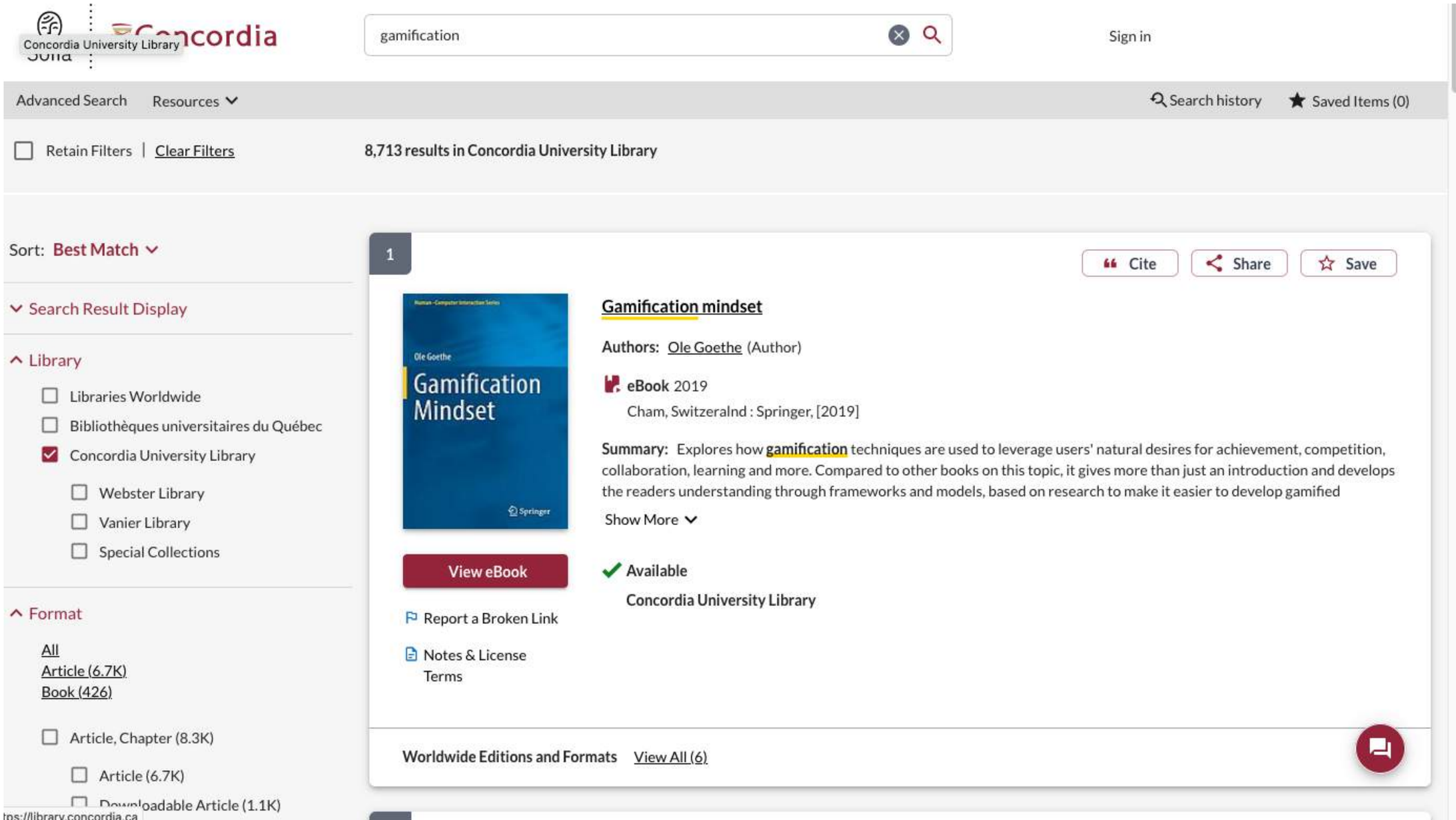
EDUCATION SOURCE: SEARCH DEMO

“experiential learning” OR “experiential education” OR “problem-based learning” OR “hands-on learning”

AND
“problem-solving” OR “skill acquisition” OR “critical thinking” OR “decision making”

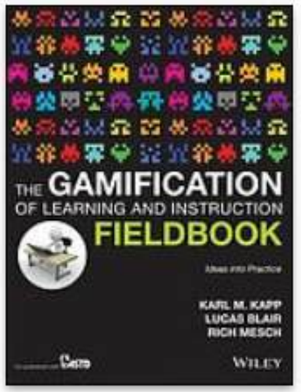
AND
“adult learner*” OR “lifelong learner*” OR “adult education student*” OR “mature student*”

Sofia discovery tool



Requests, Interlibrary Loans (ILL/), and Scan & Deliver

For more detailed explanations of how to place requests for books, articles, and chapters, please visit the Sofia user guide.



The gamification of learning and instruction fieldbook : ideas into practice

Authors: Karl M Kapp 1967-, Lucas Blair, Rich Mesch

Print Book 2014

San Francisco, CA : Wiley, [2014]

Summary: "Following Karl Kapp's earlier book The **Gamification** of Learning and Instruction, this Fieldbook provides a step-by-step approach to implementing the concepts from the **Gamification** book with examples, tips, tricks, and worksheets to help a learning professional or faculty member put the ideas into practice. The Online Workbook, designed largely for students using the

Show More

Google Preview

Chapter scan / Put on Course Reserve

Available

Concordia University Library

Webster Library

- Books

LB 1029 G3K363 2014

Locate

Request

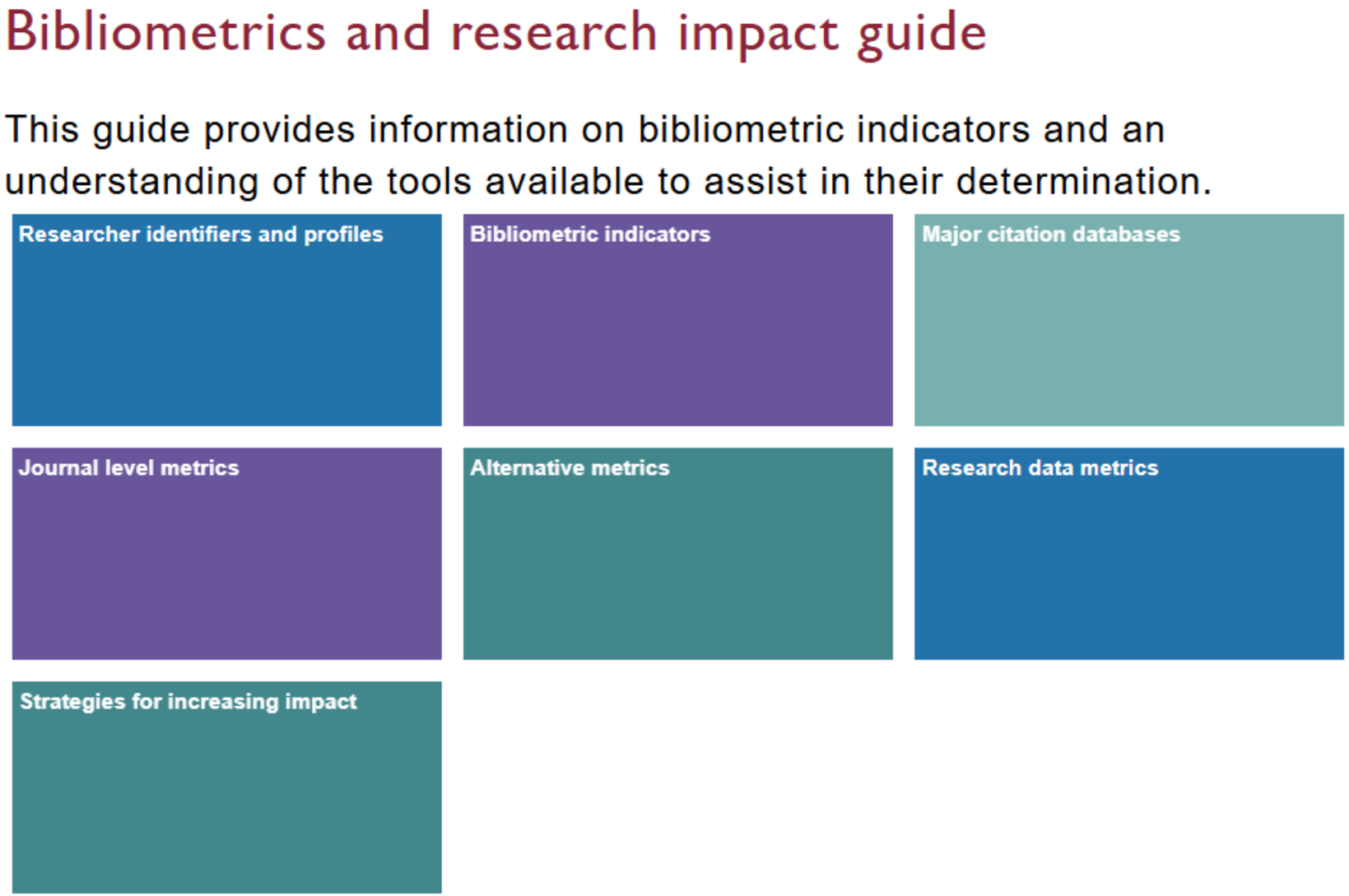
At Libraries Worldwide

View details

More Author/Title Info: Karl M. Kapp, Lucas Blair, Rich Mesch.

Physical Description: xxvii, 441 pages : illustrations ; 24 cm

BIBLIOMETRICS AND RESEARCH IMPACT GUIDE



GOOGLE SCHOLAR

Visit our guide to Set up Google Scholar to find library resources.

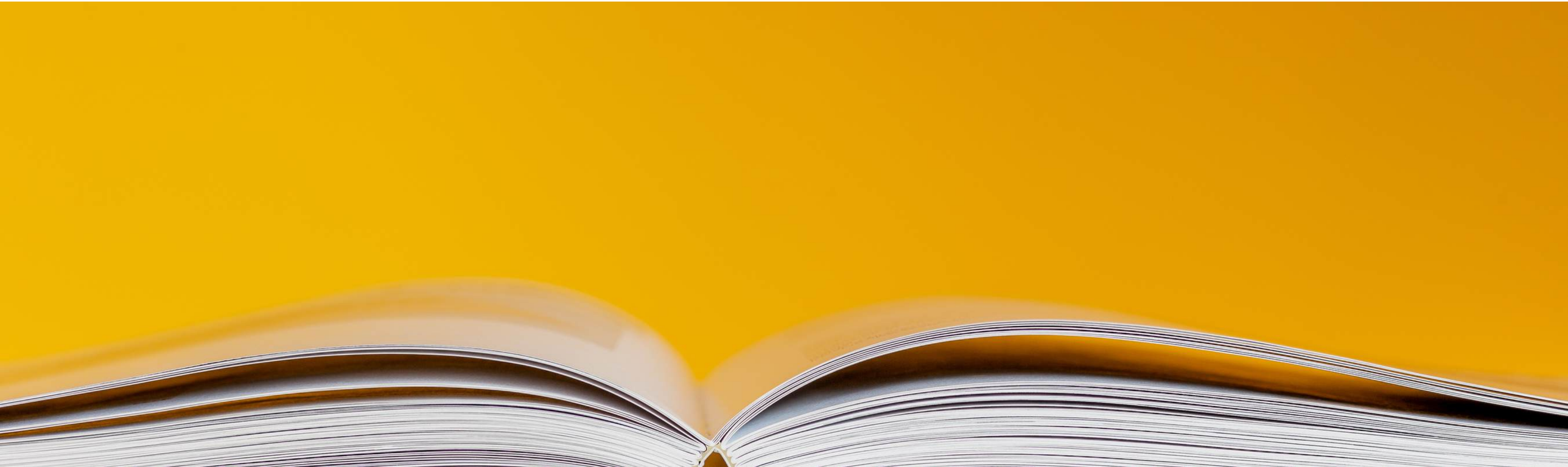
Google vs. Google Scholar vs. Library databases (Newcastle University)

APA CITATION GUIDES

APA GUIDE (CONCORDIA LIBRARY)

APA OWL PURDUE

THE OFFICIAL GUIDE TO APA STYLE



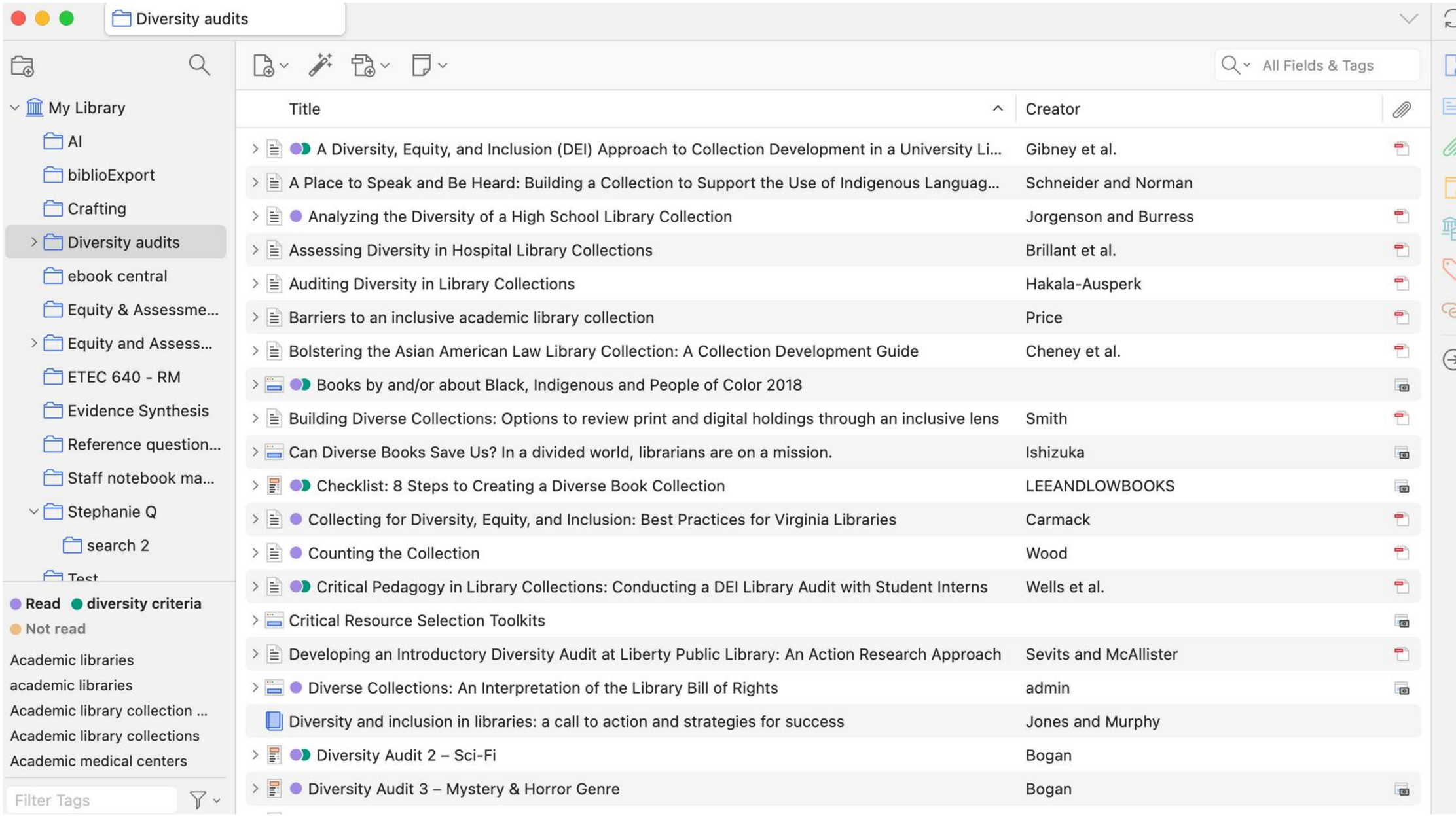
Why cite?

- Helps you avoid plagiarism by acknowledging sources
- Provides enough details for the reader to track down the original source
- Adds credibility to your statements, opinions and ideas
- Demonstrates the breadth and depth of the research you have done

ZOTERO

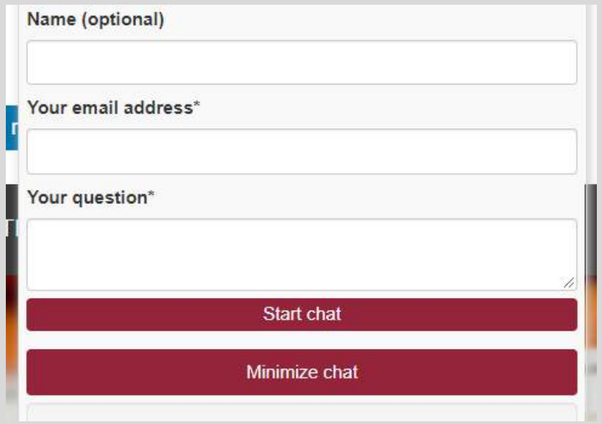
Zotero guide

- Save and organize all your resources in one place by creating tags and collections
- Cite your sources
- Create bibliographies
- Zotero connector
- Install plug-ins for Word, LibreOffice, and Google Docs



ASK US! SERVICE

Ask Us! desk



Chat service

Phone/email

LOANS AND COURSE RESERVES

Loans desk

Course reserves

Interlibrary loans

library
SPACES

WEBSTER LIBRARY

Group study rooms (bookable)

Collaborative zones

Print workstations

GRADUATE STUDY SPACES

Dissertation Writers' Rooms

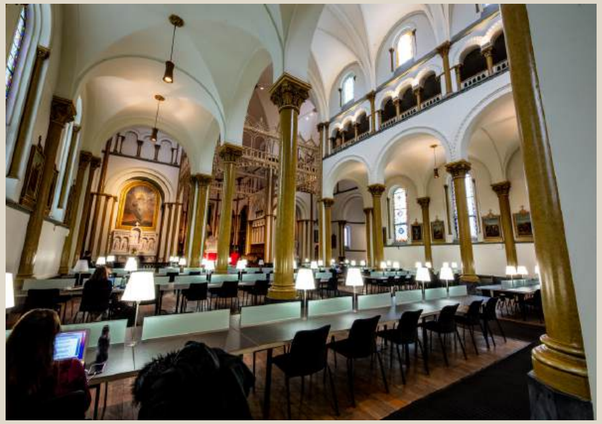
- LB-561 “Iceland”
- LB-562 “Venezuela”
- LB-564 “Mali”

Reading Room

- LB-545 “Spain”

For more information, visit the Graduate study spaces guide.

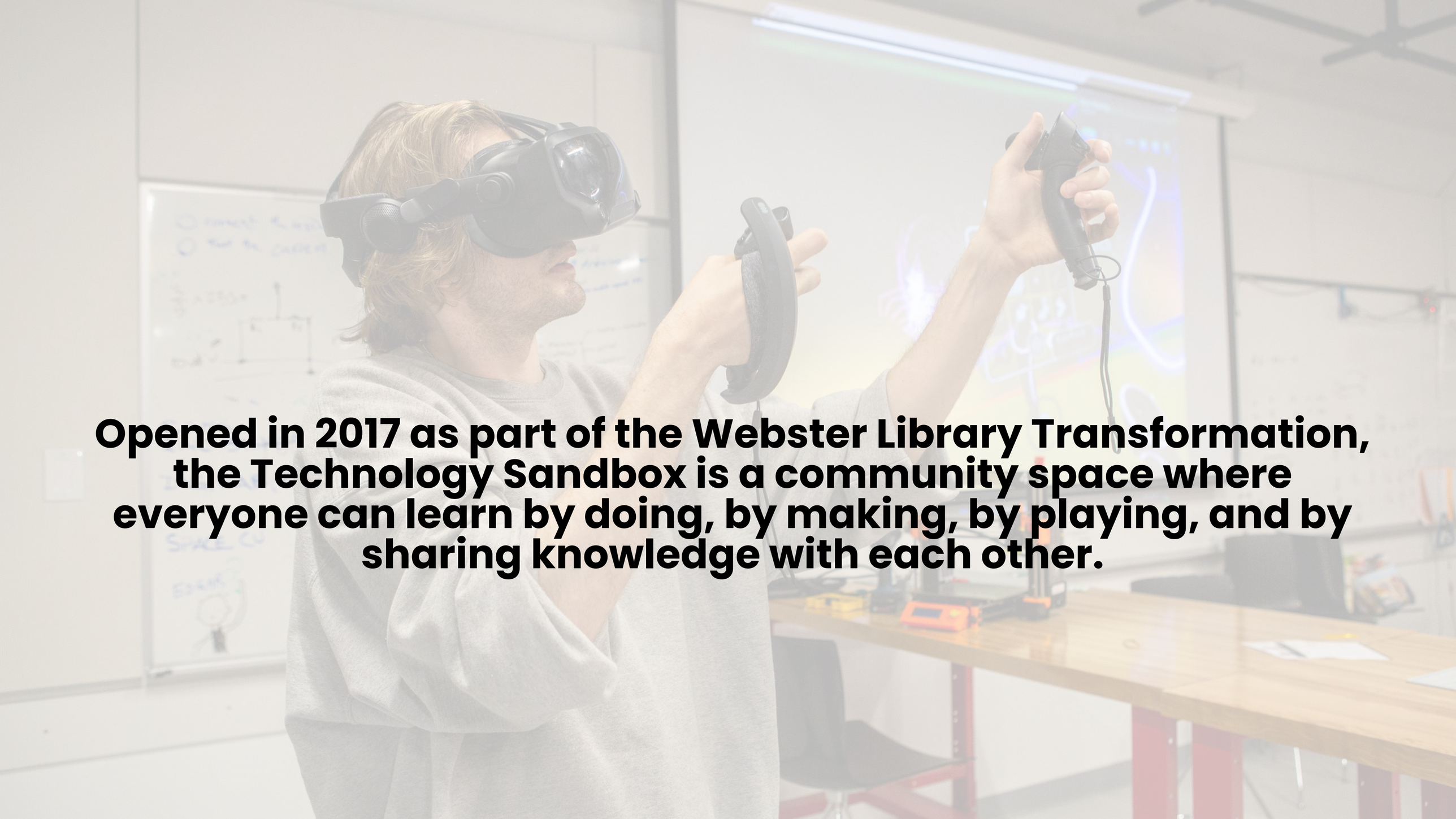
GREY NUNS



Bookable Group study rooms available

VANIER LIBRARY

Technology SANDBOX

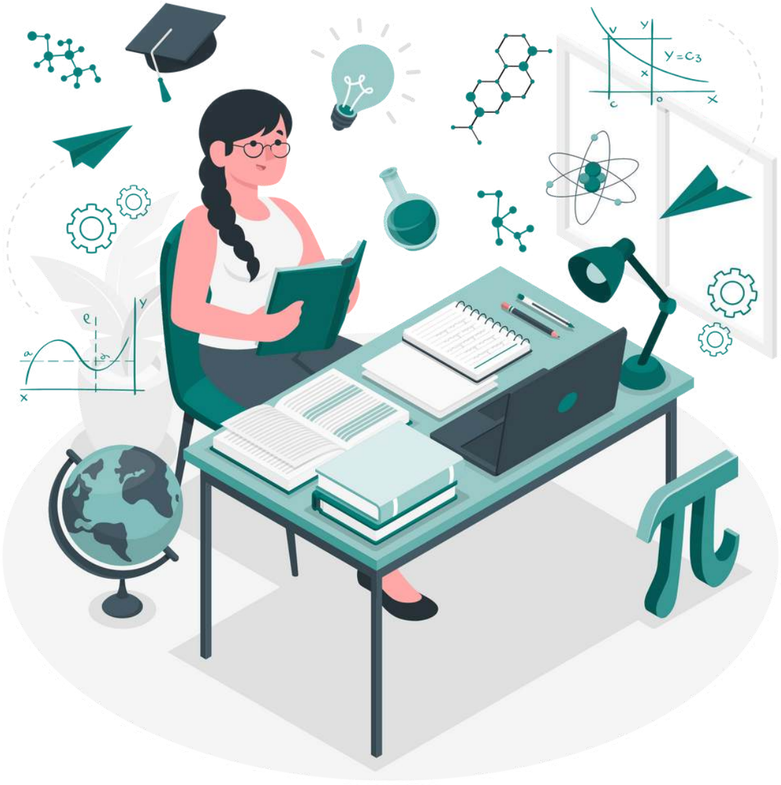


Opened in 2017 as part of the Webster Library Transformation, the Technology Sandbox is a community space where everyone can learn by doing, by making, by playing, and by sharing knowledge with each other.

WORKSHOPS

Visit our library events page to check out our general workshops and technology sandbox workshops!

- Thinking Critically about AI Tools
- Arduino 101
- Using Zotero
- Notebook making
- Researching Indigenous topics
- Zine making



WRITING ASSISTANCE

Every Tuesday 11-2
LB-2 (near Ask Us desk)
Webster Library

CITATION HELP DROP-IN

Need a quick overview of how to cite your sources? Confused by the intricacies of APA, MLA, or Chicago style? Have a specific question about how to cite a source? Drop in any time during the hour to get expert advice from a librarian.

MELISSA. RIVOSECCHI@CONCORDIA.CA

Contact me for research help
and/or to set up an appointment
(via Zoom or in person)!

or visit the Ask Us desk!