Hello and welcome to assembling the evidence, the online version of the library session for the first year seminar class.

I'm Eva Sclippa. I am the first year engagement librarian and I'm here to walk you through finding and evaluating sources to make your case whether that's for research paper or really any other project.

So I'm going to go a little bit over what to expect in the session today. One quick note is that we're going to be trying to make this as interactive as possible.

So they're going to be several different activities. One of them actually will be drawing on an exercise that you did in the BUILD tutorial so hopefully you've completed that already. If not, you probably want to go ahead and get that done, and then come back for this session.

We're going to be working through first of all just figuring out what actually research is and what you're being expected to do when you're doing research.

Because we find that that helps a whole lot of the other issues down the road. We’re going to be working some on choosing and evaluating sources.

talking some about what makes a source scholarly or popular. You will probably hear your instructors mentioning that a lot

Um, and then, of course, a little bit about how to really find your way around the library website. And of course, how to best contact a librarian for help because if all else fails, you can always ask us and we'll get you back on the right track.

Another quick note. In addition to the one about the build activity. Your instructor after this will be assigning a research Reflection Exercise.

That will be at a specific date that your instructor will give you usually towards the end of the semester, and that is going to have you answer questions about whatever final project or paper you did for this class using some of the skills and techniques that we go over in the session today, so bear that in mind that will be coming up and that draws a lot on this session.

So getting started, just what is research really? what are you trying to do when you're doing research? There's many different definitions. A very basic one that we're going to kind of start with today is that research is a process in which you're finding and using information to come to a conclusion.

So by that definition research is almost certainly something that you've already done, probably through most of your life. In fact, and it's something that you just keep doing all the time. But now you're bringing it into a different context.

So [here are] some examples of research in your daily life, not necessarily in college and academia. You may have done some or all of these

Depending on kind of where you are... certainly you're all now at UNCW, so probably there was some process that you went through of choosing college to go to.
Maybe at some point you've made a larger purchase in your life (new phone, new bike). Something that was just a little bit more costly. So you wanted to think about it first.

Or (if you are old enough to vote and are politically active) maybe you need to decide which candidate to vote for. Or maybe you just wanted to research, some issues and see where you fell on them.

So maybe take a moment to pause and think about a time in your life when you've had to find information to make a decision. It could even be one of the ones that we have on the slide right now, but just consider what that was like for you.

Okay, so we're going to take one of those first examples. The 'which college should I go to'

and talk about just the kinds of evidence that you would have had to find. Obviously, it's just a few examples. There's lots of others that you may have come up with.

But for instance, maybe location was important. Maybe you choose somewhere that is close to your family, maybe somewhere that is far away from your family.

Somewhere close to the beach. We definitely hit that point, maybe that was important to you. You might have looked at official rankings and different US News and World reports.

Maybe you wanted to hear more about the student experience. So you could have talked to current or former students. If anyone had written up their reviews or experiences, you might have looked at those.

Maybe already know what major you're interested in, what subject you want to focus on. So you'd want to make sure of course that we had a major that was what regarded had that subject area.

Funding of course can be pretty important, admissions requirements, and there's probably many others that you've considered

So in this case, when you were doing this research you're trying to answer this question of "which college should I, an individual student, go to." You weren't really looking for sources that answered that whole question directly,

mostly because they wouldn't have existed. You probably would not have found some kind of source that just said which college you specifically should go to.

Instead, you were looking for all these different pieces of evidence, probably mostly in many different places. And then you were assembling them to help answer that question for yourself.

And this is basically what you're doing in academic research also.

So in this case, of course, you'd probably be looking in different places. You might be looking at books and journal articles, and you'd be answering different kinds of questions.

But it's still that same process of gathering many different related types of evidence and then putting them together to answer your own question with your own conclusion.

So in this example, we've switched a little bit. So let's say we are writing a paper (a research paper) about "what impacts time management skills in college students."
And you'll notice that we're not necessarily looking for a single source that directly answers that question.

If we did find, you know, a journal article that was precisely about time impact management skills, or time management skills in college students, then that would be wonderful. But chances are, we won't find something that directly answers our question.

So instead, we are going to be looking at a bunch of different kinds of related evidence in other different places. Here are just a few examples that we kind of brainstormed, you might be able to think of others.

You could look for instance into if you found a study that was about media and technology, and time use and time management. That could be relevant.

If you found some surveys of research; kind of lit review stuff, getting into correlations between stress levels and academic performance, how they affect each other.

Even data. If you want to kind of dig into an actual data set about delay of gratification, behaviors and time management skills, and young adults.

So all of these different things are related to your topic, but you're picking these individual pieces of evidence and then putting together into your own conclusion.

To reflect back on that question of choosing a college, there might have been pieces of evidence that were more important for you or that you considered more seriously.

And that's again going to really depend on your individual context. Maybe location mattered more to you, maybe funding was a big issue. Maybe [you] really wanted that one major.

And that is pretty similar to what's happening in academic research also. There will be certain kinds of evidence, certain sources that you'll probably value more highly, and those will be more important to you.

So a big part of the research process is actually learning to recognize how good a source is for your specific need.

That's actually what we're going to get started with in this first activity. Hopefully, this looks familiar to you. This is from that BUILD tutorial. If it doesn't, again, good time to go back to BUILD and redo it.

But you may remember you had that friend in the BUILD tutorial, who was having some time management issues.

They came to you and ask for some help finding some sources about time management that would maybe help them. They have come back; great sources, you found great sources! That's helped them realize that

their issue wasn't necessarily time management but procrastination more specifically. And this is actually a really common thing in the research process.

You'll discover that you start with a broad topic. And then as you actually do the initial research and start reading those first sources that you found
you realize you're actually more interested in a sort of more narrow subcategory. That is good. That's not a problem! That actually is part of a successful research process and usually will result in a better outcome for you.

So activity number one. We are opening the case file. You're getting things started.

Um, you will be asked soon to click on a link that's going to pop up. That's going to take you to this first activity, we will be completing online.

In general, you're going to be working to rank some sources from best to worst for your friend who's come back and now want some help with their procrastination issues.

So when you click on the link, you're going to get to a page that looks more or less like this/ You're going to be asked to enter your information.

So that includes your instructors name and also if you are working on a team, the names of all your teammates (make sure everybody's in there). And then you're going to see a list of six sources.

Step one is you're going to describe each of the sources in your own words. Let's kind of take a few minutes to identify what each source is, what it's about,

is an article is it from magazine, is it a book, how could it potentially contribute to what you're trying to do ? (which is help your friend with a procrastination).

And you might need to look some of these up on the library website to actually figure out what they are.

And to do that you will want to go to library.uncw.edu to search for them. Just go to that main search bar in the middle. So once you've done that.

you're going to want to consider each source and then rank them all from one to six (one being best six being worst or at least best depending on what you prefer).

Remember that you were trying to choose sources to help your friend who has issues with procrastination. The context is important here.

When you described and ranked each source, hit submit and then return to the video. PAUSE FOR ACTIVITY. Click here to open the activity.

Okay, so what you just did (and what you've actually been doing in some way throughout your lives) is information evaluation.

That that whole process of really considering every piece, something that should feel fairly familiar.

We made sure, by the way, that none of the sources in that activity were a perfect source.

So A), don't worry. There's no one specific right answer, as far as the ranking and B) what really mattered were the context that you needed them for (In that case, helping your friend)

and which criteria mattered most for that context. And that's something that if you had a group. Hopefully you've discussed or you just kind of contemplated as you're working through it.
Um, so we're going to move on now to source evaluation - essentially information evaluation in an academic setting.

Which is a very similar process and uses a lot of the same criteria, just a slightly more specific set and different rules for how you apply them. So we're going to go into those.

This should also look familiar. CAARP was something that was covered pretty heavily in the BUILD tutorial. You can bring it up now if you want to follow along. But I'm just going to briefly review and define each of these just to refresh your memory. So CAARP is this sort of special acronym we have to help us remember the more specific scholarly criteria we use when evaluating sources for research. So we've got currency.

Currency is what it sounds like. When was it actually created, when was it written, when was it published?

This might be more or less important, depending on what field you're writing in. So of course if you're getting into something about technology, that's going to change pretty fast, but it's something to keep an eye on anyway. Just because research can change, people can make new discoveries

Authority. I always remember this one by just recalling that author is right there in the name of the word. Essentially, this deals with who wrote this, why should we trust them, what are their credentials, are they a subject experts, have they written a lot on this before? This can also bring in publishers, by the way.

Actually, accuracy is pretty much what it sounds like. Is this accurate? There are a couple of different ways you can approach this.

Partially if you've read a lot in the field, you can just keep an eye out for if something you're reading seems to directly contradict a lot of the previously knowledge. Could be a bit of a flag. Spelling errors, grammar errors, typos, URL indicators...maybe it wasn't super well edited.

And also just the big thing for me is: are they providing evidence for their claims? So are there citations or some kind of work cited or otherwise indicating where they got their information, or they just kind of putting it out there for you to take at face value.

Relevance is a really big one. And I often like to remind people that you could have a source that passes all the rest of the CAARP test with flying colors,

[It] could be really, really recent and current, the author could be an expert in their field, could be just perfectly meticulously cited.... But if it doesn't help you answer your question, it's still a bad source for you.

So this basically gets into "does it help you answer your question?" Going back to kind of that earlier discussion of what is research, essentially, is it one of those good kinds of pieces of evidence that you could make use to make your own conclusion?

Finally purpose. So purpose is kind of the flip side of authority. To me purpose is why? Why did this person create this piece of information, create this source?
Hopefully, what you're aiming for is that it's something that is intending to assess, analyze, evaluate, consider some kind of piece of information or question.

And mostly trying to avoid things that are just there to entertain to sell you something. Or maybe to try and make a fairly opinionated or biased argument.

So you actually may have already used some of these when you were going through those sources in that first activity whether or not you called them by these particular names. So a couple examples (you may or may not have caught on): you might have noticed that the book 'overcoming procrastination' was from 1979, and you may have decided maybe a little bit outdated maybe don't want to do this to my friend (even though it seems like pretty on point, as far as the content).

It's a good example of assessing currency. And another one: you might have noticed that the thesis about the 'effects of D amphetamine on pigeons' was not the best choice because it's about pigeons, not people and your friend, presumably isn't a pigeon.

And this is a good example of assessing for relevance; you probably would have decided, okay, my friend's not a pigeon, this thesis about pigeons is not relevant.

Ah, you might have noticed other things in the activities you went through that were related to CAARP, but keep that in mind for your research and you'll probably be doing pretty good.

All right, so scholarly versus popular is another important concept to kind-of keep in mind when you're choosing sources for a research paper or project.

Instructors will also ask you to find scholarly the sources. We're going to try and define pretty clearly what that means. So you can identify them on your own.

Um, I do want to make an point of mentioning that CAARP and scholarly are not the same thing.

So you can have a source, depending on what you need it for that you've reviewed with CAARP. You've decided it meets all those qualifications for you for that particular project. It might not be scholarly.

You could also potentially have a really good quality scholarly source, and if it's not relevant. It doesn't meet CAARP. So they're sort of related but not the same thing.

To me, though, the definition of scholarly often relates to those two a's in CAARP. So if remember those were authority and accuracy.

So we've got here these two different groups of authors. On the left we have researchers. Of course, not all researchers wear white lab coats, but we need to illustrate it somehow. And then on the right we have journalists, reporters, the press, the media... however you want to refer to them.

And so we have two different groups of authors who usually write for different kinds of sources.
Scholarly sources are usually going to be written by researchers and researchers. Generally speaking, they have either a PhD or maybe several masters degrees. At any rate, by definition, they have spent many years focusing on one fairly narrow subject so they have a lot of subject expertise.

That means that, generally speaking, whatever they're writing about, they're writing within their field. So they have a lot of expertise. A lot of familiarity with what they're publishing about.

Journalists/reporters generally are more generalists. Which is good. That's by design. We need reporters to be able to report and write about whatever is going on in the world, not just their one fairly specific subject area. But it does mean that, generally speaking, they may not have that intense subject expertise and whatever they're writing about.

The other 'a', accuracy, gets into what kind of publications are generally producing scholarly rather than popular works.

So over with the researchers again. Usually, we've got peer review. You may have heard peer review before. Peer review is a process, especially included in scholarly journals. You have a team of those subject experts, fellow researchers who really really intensely review every article that submitted for publication and they look into accuracy. They look into the actual research methods and they decide, essentially, whether or not it is good enough and high quality enough to be published. And this means that generally (when everything's going well) anything that has been published in a peer reviewed scholarly journal is going to be a somewhat higher quality. I'm going to trust it a little bit more.

This is not to say that there is no kind of similar review process in the world of journalism. There is fact checking. There's editorial review processes. It's just not quite the same research focused process as peer review.

Again, just call back to the case file (that first activity), you may or may not have ranked some sources higher because they seemed academic or maybe because the journal or publication sounded kind of academic or credible, and that's a good example of sort of valuing scholarly sources. Conversely, you might have decided that the Carolyn Hax article or the piece from The Guardian might not have ranked as highly because they were newspaper articles (popular sources). Which is another example of being aware of that scholarly versus popular divide.

Right! Activity number two, you will soon be given a link to go to our next activity: The trial. You've opened the case file. Now you're actually going to put those sources on trial. This is where we will be using those three sources that you found in BUILD. So if you have not already pulled them up from your inbox, or wherever you store them now would be a good time to do that.
Scenario: your friend, your kind-of needy friend is back again. They've looked at the stuff that you found them about procrastination.

They're cured. It's wonderful. It's a miracle. And actually, they've decided they're so interested in this topic that they want to write a research paper specifically about time management and college students, and they'd like your advice on some of the sources they might use for it. So essentially you're going to be trying to choose the single best source from all the sources that you found for a research paper about time management.

All right. When you click on that link in just a moment, you're going to be taken to a page that looks like this.

You're going to enter again your UNI instructor's name. And of course, if you're on a team, the names of everyone on that team. And then everybody just take a look at the sources you found when completing the BUILD tutorial. Again, there's the email to yourself.

You can just decide either yourself or with your teammates which one is the absolute best source of the group (again, to use when writing a research paper about time management and college students). And as you're going through this process to remember to consider and discuss source evaluation criteria. So things like CAARP, like scholarly versus popular. And again, remember that this scenario is different from the first activity. So in first one you were kind of dealing with just giving your friends some help with procrastination. In this one you are working on writing a research paper about time management and college students.

One other quick note when you are entering your chosen source. Be sure to include the author or authors, and if you are choosing something from a periodical (like a journal article or newspaper) be sure to include both the article title. So the thing you're reading and the publication title. So it'll be the name of the journal, the magazine. the newspaper, etc. Obviously if you're submitting a book or something else like that, don't worry about it.

When you've entered your chosen source (after thinking about all this), hit submit and return to the video. PAUSE FOR ACTIVITY. Click here to open activity.

Alright, so we're about to start our last activity. This entire presentation, again, of course, has just been a very brief overview of the skills that you're going to need in college research.

And you will (even if you remember all of this absolutely perfectly) still probably encounter issues where you might need some help.

Or maybe you just want some guidance on a more specific research topic. So one really important thing is to know how to find that extra information. And also, above all, how to get help, how to best find a way to talk to a librarian. So for this last activity, either you or someone on your team will need to go ahead and go to the library's website. And that's library.uncw.edu
And in just a few moments, a link to the activity will show up. If you’re working in a classroom setting, your instructor might have you competing in teams to see who can complete this the fastest.

Or you may just be trying to answer the questions. Either way, you’re going to be given a list of five questions. Each of these can be answered by finding information somewhere on the library website.

Find the answers on the library website, and enter them into the form, and hit submit. When you’re done, return to the video. PAUSE FOR THE ACTIVITY. Click here to open the activity.

Alright, well let's go over those answers quickly so you know how to find those kinds of information.

There are multiple different ways to find information on the library website. So what we're about to show you may not be exactly how you did it. All ways are valid, this is just kind of what worked out for us.

Starting off with, you were looking for the library hours on a certain date and you can actually find the library hours link right on the front page under "today in the library".

If you click on "hours," it's going to take you to a calendar and then you just have to kind of navigate forward until you get to the right, month, and you'll see the hours on the date on the calendar.

Next up is the Research Help desk phone number. And by the way, you can actually navigate back to the main library page at any time by clicking on the banner up at the top of the page.

From there, once you're on the library homepage again, you can just click on "call us" under "get help" over the left and the number will pop right up

For your book checkout limit. Again, this is one where there's many different ways to get there. I like to click on "freshman and first year," which you can see under "information for ... " right in the middle of the page. Also a good page for you to explore in general. But if you

click on, under "top questions," there's a "how many items can I check out?" item there. You'll see that for most items in our collection, there's no limit. Unlimited books!

"Use the library" is another option for this one, which is one of our items up in the top banner. It's also a good place to go for looking at floor plans to the library. So for question number four, head to "use the library" and get to "floor maps and virtual tour."

And then you'll be able to see a map of the first floor everything all laid out, including classroom 1039 right next to TAC

Finally, 'get started researching," which admittedly was probably the trickiest one on there.

And it's actually a really useful guide for starting the research process in general. So you may want to bookmark this and come back to it. It's got like an assignment dates calculator and all sorts of other great tools.

How I usually get there is go to that "get help" tab, that's again at the top of the page. And there is a "help yourself" section.
And then from there you can see that "choose your research topic" is step one on the "get started researching" guide. Actually, it has several resources to help you choose a research topic.

Okay, so that has been our presentation. If you have questions, you are very much encouraged to ask them. And this is actually a good way to do so. You may want to record this link: library.uncw.edu/ask

Because this is where we’ve got pretty much all of our get help options in one place and you are welcome to send an email; that's going to go to the account that shared by the Research Help Desk. So whichever librarian is on the Research Help Desk at the time will answer your question. We have a more or less 24/7 live chat service you can call or text.

When you're choosing a number, just be aware that the desks do different things. So the Research Help desk is where you'll find people who can help you with finding sources, choosing sources, kind of working way through a research question or problem. The circulation desk is going to be more about borrowing returning books and other materials.

And then finally, of course, you can come and visit us in person. And the one that I like to highlight, even though it can sound kind of intimidating is "getting one on one help," down there in the bottom right.

We have a whole host of subject liaison librarians. These are librarians who are subject experts and like the researchers in their fields.

So you can make an appointment with them and then meet with them and they will really walk you through your research process. So probably intimidating but highly recommended.

Feel free to use any of these methods to reach out to us. Thank you for joining us. I hope you do reach out if you need anything, and good luck with the semester.