Hi I'm Anne Pemberton. I'm one of the Librarians here at Randall Library.

[On screen text: Anne Pemberton, Associate Director, Research and Instructional Services at Randall Library]

If you have already viewed the virtual tour then you have already had to suffer with me for a few minutes. Welcome back! I have a colleague who is taping this: Tammy Ivins who is behind the camera. I want to acknowledge her for all her hard work and filming this and creating this video for you.

The reason you're watching this this video, instead of coming into Randall Library for your library session, is obviously because your classes were cancelled during Hurricane Florence. So the library is providing and alternative online version of your library session so you can spend that class time working on other things, but normally we would have you come in to the library for a session face-to-face with the librarian. We hope that you'll come in and talk to us and say hi and make sure that you get research help even though we aren't going to see you face to face in your UNI class. Thank you for watching. One thing to keep in mind is that you can pause this video at any time. So if you get lost, if I am talking too fast, then you can always hit pause and rewind and watch it again.

You should have completed a tutorial called BUILD, and we're going to BUILD off of BUILD. Yay!

[On screen link: BUILD]

So if you have not completed that, stop the video, go back to BUILD, and complete it because you're actually going to need to have completed BUILD to complete this video and the worksheet that goes along with it. So pause if you need to, stop this video, and go back to complete BUILD. If you've completed BUILD, great! Let's move forward.

What we're going to go over in this video is essentially five things: how research in college is different then what you may have experienced previously, how to choose and evaluate your sources carefully, what makes a source popular versus scholarly, how to find things on the library website, and then also how to get help. So, that's what we're going to cover.

I mentioned a worksheet. There is a worksheet, if you don't already have it up or downloaded, then there is a URL here now that you can use.

[On screen link: worksheet]

Your instructor may require that you submit the worksheet as proof that you completed this video. So be sure to ask if you're not certain, but regardless complete the worksheet as we are going through. It will help you retain this information much better.

Let's get started I want you to think about your last research project. It may have been a senior project, another type of research paper or project that you had to work on in high school. I want
you to think about that project, think about the sources you used to complete the project. Did you use newspapers, did you use magazines, did you use books, did you possibly use scholarly articles, did you do interview? I want each of you to think about that last research project, and I want you to hit pause, and I want you to tell each of your group members what you did. Specifically focus on the sources of information that you used to complete it.

[On screen text: Pause here & discuss what sources you have used for research papers in the past.]

So, you probably used a mix of sources of information is my guess. Maybe some of you used books and some of you didn't. It may be the case that none of you use scholarly research articles, and that's okay. There's actually very few high school students that we find come to UNCW that really have had access to scholarly journals and scholarly research articles. So if that was a phrase that you have never heard of or never used, just don't worry about it. You are going to be using those moving forward, and we are going to spend some time talking about that in a few.

I've got this list of sources of information, and again some of you have used some of these. I want you to take a look and see if there are any of these resources on this list that you have not used. My guess is that you probably have used books and Google Scholar. You've definitely used Google, but many of you have also used Google Scholar. But the other sources on the list, are resources that you probably have not used before. Jstor, ScienceDirect, Web of Science, Credo Reference, PyscINFO, Project Muse... So not only have you maybe not used to them, but you may have never even heard of them. The point I want to make here, is that is okay, but these some of the resources that you now have access to, and this is just a very small list! There is this tiny, little, green sliver that represents this list, as compared to all of the Randall Library databases and tools that you now have access to. We're not going to use this video to go through all three hundred databases that you have access to, but I want you to know that they are there. You'll learn about them overtime, you'll come in during your English composition classes, you'll come in later on after you have declared a major and you will learn about databases that you have access to in your major. So don't worry too much right now about the different databases, but just know that we have them and what you should be thinking about and focusing on in this video is evaluating the information that you can get in them.

Not only do you have access to new tools, but you are also going to be learning new skills. So think about what you're learning here as adding to your toolbox, so to speak. You had research experience, you've been doing research your whole life; you have been using Google, you've used your library, you've done all kinds of research, and you have these tools. We are just adding to your toolbox. Not to nerd out completely but as a librarian I get pretty geeked up about some of these tools. It's sort of like if you had in your toolbox a regular hand saw, and now you have access to this amazing power circular saw that can do 500 different things. It's pretty exciting, the things that you have access to, but of course you have to learn how to use the tools. Again you'll come back for sessions that talk about the databases themselves, today we're going to focus on the skills you need to use with these tools and that's how to evaluate the information you get.
Let's do an activity that will get you thinking about how to evaluate information. So if you remember when you did BUILD, there was a scenario in which you had a friend who was really struggling getting their homework done, they were having issues with time management.

[on screen image: screenshot of the BUILD page that outlines the scenario]

Let's say your friend comes back, and they have identified that really what their main issue is procrastination. Your friend says hey you did such a great job finding those sources for me about time management, do you think you could find some stuff about procrastination. So we're giving you a list of 6 sources, and individually you're going to Pause here in a second and look at those sources. If you need to, you can go to the library website to get a little more information on each source, Google the source if you need to. Think about each citation and the information that you have presented to you, and take notes about the description of that source. What is it? Is it a magazine article, book, How long is it, how current is it? I want you just to think through how you would evaluate each individual source, and then you are all individually going to rank those sources. So the best being the first source, the best source for your friend who is come to you because he has a question. So do that first individually, and then together as a group discuss your notes and then you are going to rank the six sources as a group. And you're going to record the notes, that you've taken, on the worksheet. So go ahead and do that now.

[on screen text: Pause here & complete Activity 1 on the worksheet]

Hopefully you had a good discussion all the different qualities of the sources of information that you were looking at, and you may have noticed that one of the sources was fairly out of date, and you may have noticed that one of the sources wasn't about humans. Hopefully you picked up on those things, and you thought about a criteria that you could use to rank those sources. That is one of the most important skills that you can have as a student at any University but definitely at UNCW, is being able to evaluate information. One way to do that is through a model called CAARP: c a a r p. This is CAARP.

This is a model for evaluating information. Just an acronym: C a a r p. This is a review from BUILD, so you should have already gone through BUILD and learned about carp. I just want to make sure that it is clear to you now.

The C stands for currency, how current is the information that you were looking at. So keep in mind that's you're going to think about your topic before you decide whether or not currency is important to you.

Authority, so who is the author of the source of information? Is this someone who is an expert in the field, are they a journalist, is it someone's blog, is it just a random person who put something up on the internet for you to read? So who is the author? Authority is really really important here, so think about that. What are their credentials? Do they have any credentials? What's their educational background? Have they written about this topic before? Those are all things to consider.
Accuracy is important as well. So how accurate the information is. And sometimes that's hard to tell initially, it may be that you have to read several articles or you have to look and verify a particular date or fact. You may not be able to tell if something is accurate without some additional research, but you want to make sure that the information you're looking at is free from grammatical errors, that you don't have issues with formatting. You know just make sure that everything looks good to start with and then just kind of delve in and verify the accuracy of the information you are looking at.

Certainly relevance is important too, and this could even be where you start. You know how relevant is this source of information compared to your topic. You noticed in the activity before that will all the sources kind of touched on the topic, there are some that were more relevant to your friend then others.

Then lastly, the purpose. This is another important factor. Why was this written or why was this created, why was this produced? It could be that the information was written to kind of persuade you, change your opinion about a topic. It could be that the information is strictly to inform you, that's the best-case scenario. It also could be that it's misinformation or disinformation. There are authors out there who unfortunately produce information that is incorrect (misinformation) or disinformation, where they intentionally provide information that is false. So consider the purpose as well that all together, all of those factors is CAARP. And every single source that you look at, you can mentally run down those factors, and that's a great way to evaluate your information.

So one of the factors that we were discussing in CAARP was Authority, so who the author is. I've got a slide here that has two images, and what I want you to do is to pause and as a group come up with some hashtags that you might use if you were posting these images on social media.

[on screen text: Pause here & discuss what hashtags you would use to describe these people. #discuss]

So I'm curious what you came up with. The image on the left, perhaps you have hash tagged scientists or researchers, perhaps. Maybe some of you clued-in to the scholarly term and you may have done a hashtag for scholar. on the right hand side, perhaps you came up with newspaper or journalists, media. So hopefully you kind of gave some thought to what you are seeing. These images do represent these two sets of authors, which in turn kind of represent to types of sources.

Basically, generally speaking, there are two types of sources. There are scholarly sources and there are popular sources. Starting with scholarly, thinking about this image on the left, scholarly sources are written by Scholars. What the heck is a scholar? A scholar is someone who is considered an expert in their field, and their discipline. Typically a scholar does their undergraduate work, just like you're doing now, they go to graduate school, they work on a PhD, which involves writing a dissertation, and that's the point that they start to pick a specific research focus. It's not uncommon that at that point they really start to zoom in on something very very specific. Scholars don't write or do research about biology as a whole, they're going to pick something very very specific to focus on. So, a good example is that we had a Chancellor a few years ago who has a PHD in biology, and his research focus, he was a researcher,
was on wolf spiders. So that's very specific, so that kind of gives you an example. He would definitely be considered an expert on wolf spiders, and your faculty, your professors, here at UNCW, they are scholars. They almost all have their phds, did their dissertations, they have been working on a particular research project their whole careers. There are some faculty here at UNCW who have spent 30+ years doing research on one specific area of their discipline.

So, that's who scholars are. The other factor and whether or not something is considered scholarly, is if it is published in a peer-reviewed journal. A scholar can spend years during research, write up their results submit their manuscript (their write-up) to a journal, and then it goes through a rigorous peer review process. You might be wondering who are the peers? The peer are other scholars in that field. That have that same level of expertise. The peer reviewers review the manuscript, they determine if it's a good fit for the journal, they determine if the research methods seem accurate, so they are really digging in and reviewing and making sure that manuscript, that write up, it's going to be good for that journal. There are a lot of cases where scholars submit a manuscript, and it's rejected. In almost all cases, the scholars submit a manuscript to a journal, and it definitely comes back with edits needed. So it's a rigorous process. So if you ever hear the word scholarly or peer-reviewed or academic or refereed, those are all referring to the same type of source. One it was written by a scholar and two it was published in a peer-reviewed journal.

So let's keep thinking about evaluating information. I want you to practice what we have discussed so far, so keeping CAARP in mind, what I want you to do if you haven't already, pull up the sources that you identified when you were completing the BUILD tutorial.

If you don't have that, when you were completing BUILD, in the searching module of BUILD, you were asked to locate three sources and put those into a form that was emailed to you. So you should be able to find those sources in your email. So go ahead, if you haven't already, hit pause, and go ahead and pull their sources up.

So let's say your friend, who was working on the procrastination/time management issues, comes back to you and has decided that your research is so good that they're going to incorporate it into a research paper that they have been assigned in their English class here at UNCW. So what I want you to do is individually look at your sources, and of the three sources decide which one would be the best that you could give your friend. Keep in mind your friend is enrolled in an English composition class at UNCW, and they're writing a research paper. Go ahead and hit pause and think about CAARP, think about the scenario that I just resent it to you, and determine which of your three sources would be the best for your friend.

So present your best source to the rest of the group. Give it your good pitch: why is your source the best? Once you've done that as a group determine which of the four sources (three to four sources the pending on your group size) is the best and why. You're going to record this information on your worksheet so go ahead and hit pause, talk about it as a group and then identify the best source.
Another skill that's really important as a UNCW student is knowing when you need to ask for help.

So keep in mind even though you've gone through the BUILD tutorial, you've done a virtual tour, you watched this video, it's not possible to teach you everything you need to know about the research process and the library's resources in this time there's going to be times when you need help, we all need help from time to time. So please don't hesitate to ask when you need it. We actually have a page on the library website where you can ask for help directly. Send us an e-mail, you can do real-time chat, you can schedule an appointment, or you can call us. There's all these different ways that you can get help. So please don't hesitate, again this is what we're here for. If you had not worked with a librarian at your high school, now is the chance. Please please please please, ask for help when you need it we absolutely love working with students, that's why we do what we do. You can stop by the research help desk, you can stop at our circulation desk, if you have technology questions, there's a technology Assistance Center. We went through all of those on the virtual tour, and be sure anytime, just let us know if you need help. So the last thing you're going to do, you're in the home stretch, is the last activity. You're going to go to the library website and you're going to look for the information related to each question on your worksheet. We just want to make sure that you get used to the library website, you start to navigate to the important parts of it.

So thank you for watching, I wish you the best for the rest of your semester, and I look forward to working with you. All the Librarians here are here to help you, so again, come in. We can't wait to meet you and best of luck.

[on screen text & link: Important! Click here to certify that you watched the video. Required for EACH student]