

CI/EDLD 620 Qualitative Research | Autumn 2013

Feel free to contact me: Kate Zoellner, Education, Human Sciences, and Psychology Librarian
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Office Hours: Wednesday 1-3pm and by appointment
Online Research guides:
http://www.lib.umn.edu/data_by_subject

This Workshop Supports the following course objectives:

- Analyze research abstracts and determine the specific type of research design presented in the study.
- Utilize electronic databases to support a qualitative research proposal.

KEY LIBRARY SERVICES FOR GRADUATE STUDENTS

- Interlibrary Loan <http://www.lib.umn.edu/ILL>
- Document Delivery <http://www.lib.umn.edu/DocDel>
- Study Carrels <http://www.lib.umn.edu/forms/carrel/carrel.php>
- Bibliographic Management Software – EndNote Basic and RefWorks
- Workshops <http://libguides.lib.umn.edu/workshops>
- Distance Education Library Services <http://libguides.lib.umn.edu/dels>

LITERATURE REVIEW

In reviewing the published literature, the aim is to explain what ideas and knowledge have been gained and shared to date (i.e., hypotheses tested, scientific methods used, results and conclusions), the weakness and strengths of these previous works, and to identify remaining research questions: A literature review provides the context for your research, making clear why your topic deserves further investigation.

Boote and Beile (2005) provide the following explanation:

As the foundation of any research project, the literature review should accomplish several important objectives. It sets the broad context of the study, clearly demarcates what is and what is not within the scope of the investigation, and justifies those decisions. It should not only report the claims made in the existing literature but also examine critically the research methods used and better understand whether the claims are warranted. Such an examination of the literature enables the author to distinguish what has been learned and accomplished in the area of study and what still needs to be learned and accomplished. Moreover, this type of review allows the author not only to summarize the existing literature but also to synthesize it in a way that permits a new perspective. Thus a good literature review is the basis of both theoretical and methodological sophistication, thereby improving the quality and usefulness of subsequent research. (p. 4)

From: Boote, D. N., & Beile, P. (2005) Scholars before researchers:
On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

RESEARCH STRATEGIES

Plan

Before you begin entering terms in a database, I recommend you follow the first five steps below:

1. Understand your research question.
2. Identify the major concepts in your question.
3. Identify potential terms to correspond to those concepts.*
4. Select alternative terms (narrower, broader, or related) to use if original strategy needs help.
 - a. In ERIC use the *Thesaurus of ERIC Descriptors*; in PsycINFO use *Thesaurus of Psychological Index Terms*.
5. Determine logical (Boolean) relationships between terms.**
6. Begin the search.
7. Look at a few documents.
8. Revise & refine search based on initial results.***

From: Walker, G., & Janes, J. (1999). *Online retrieval: A dialogue of theory and practice* (2nd ed.). Englewood, CO: Libraries Unlimited.

* Identify the potential terms that represent the concepts of your research question.

** Determine logical (Boolean) relationships between terms. Boolean operators include: *and*, *or* and *not*.

Break down the research statements into key concepts and synonyms.

Show how you would logically combine the terms.

I want to find information on partnerships with parents in rural schools.

I'm looking for information on legislation that affects educators in Montana.

*** Revise and refine your search based on the results you retrieve.

Too many sources	Not enough sources	Sources not available at the Mansfield Library
		<p>---Ask your professor or librarian for assistance in locating locally available materials</p> <p>---Request items via Interlibrary Loan: http://www.lib.umt.edu/ILL</p>

Quick Tips for Searching ERIC – *Using Descriptors*



ERIC has a standardized list, or *controlled vocabulary*, of education-related terms called Descriptors that are maintained in the *Thesaurus of ERIC Descriptors*. ERIC uses Descriptors to organize materials in the ERIC Collection by subject. Using Descriptors in your search can help you locate materials of greater relevance to your topic. Consider the following tips to guide your searches of the ERIC Collection from the ERIC Web site.

Tip 1: Locate a Descriptor. There are three ways to identify relevant terms:

- Access the *Thesaurus* using the link available on each page of the ERIC Web site. You can locate a Descriptor by searching the *Thesaurus*, browsing an alphabetical list of terms, or browsing a list of categories to see related Descriptors. Select a Descriptor to start your search.
- On either the Basic or Advanced Search form, choose *Descriptors* from the drop-down list, click the *Thesaurus* button to access the *Thesaurus* search screen, and submit a search term, e.g., *reading*. ERIC will retrieve a list of terms containing the word(s). Clicking on a term provides a description.
- Review your initial search results and select the information icon next to a Descriptor of interest to view details about the term, e.g., scope note or number of records indexed with the term.




Tip 2: Develop a search using Descriptors. The search results will be more satisfying because you will:

- Bypass irrelevant records: Use Descriptors to focus the search on your primary subject, not just the appearance of a word in the bibliographic record. For example, *literacy* may be mentioned in the record, but the focus of the material may be a different topic. Notice the difference in results when searching the term *literacy*, first as keyword and then as Descriptor:

Search String	Number of Results*
Keyword: literacy	 ~52,500
Descriptor: literacy	 ~10,500



* Results reflect database content as of March 2012.

Records can also be irrelevant when a keyword has multiple meanings. For example, *printing* can occur in a document related to printing as an occupation, handwriting, visual arts, etc. Use the appropriate Descriptor to locate relevant materials. Notice the difference in results:

Search String	Number of Results*
Keyword: Printing	 ~10,800
Descriptor: Printing (<i>used for the occupation</i>)	 ~700
Descriptor: Handwriting	 ~775

* Results reflect database content as of March 2012.

- Locate highly relevant records: Use Descriptors to locate materials relevant to a topic or concept, not just those that include the keywords. For example, the keyword phrase "*parent education level*" locates a few relevant materials about the topic. However the *Thesaurus* directs you to use a combination of terms to locate relevant materials. Notice the difference between results of the previous keyword search, and a search of the Descriptors "*educational attainment*" and "*parent background*":

Search String	Number of Results*
Keyword: "parent education level"	 ~30
Descriptors: "educational attainment" and "parent background"	 ~375

* Results reflect database content as of March 2012.

Learn More About Searching ERIC – For more information on using the *Thesaurus*, searching the ERIC Collection, and understanding search results, visit the Help section at www.eric.ed.gov.



PRINT

Thesaurus of Psychological Index Terms®

(/pubs/books/3100084.aspx) Eleventh Edition released June 15, 2007

Order now (/pubs/books/3100084.aspx)



What's New in the 2012 Update

Updated Terms Now Available (PDF, 26 KB) (/pubs/databases/training/thesaurus-term-updates.pdf)

- 73 new postable or "preferred" terms
- 51 new nonpostable or "used for" cross-referencing terms
- 13 new status changes

What Are Index Terms?

Index terms are controlled vocabulary terms used in database records to make searching easier and more successful. By standardizing the words or phrases used to represent concepts, you don't need to try and figure out all the ways different authors could refer to the same concept. Each record in APA's databases contains controlled vocabulary terms from the *Thesaurus of Psychological Index Terms*®.

APA staff index records according to the source document's level of specificity. For example, an experimental population labeled "high school students" will be indexed with the term "High School Students", not the broader and less specific term "Students". Therefore, any relevant narrower terms should be included in the list of index terms in your search. Related terms may also closely match a search topic, and should be considered as well.

Why is a Controlled Vocabulary Essential for Searching?

With the wide variety of concepts and vocabulary used in the psychological literature, search and retrieval of records about specific concepts is virtually impossible without the controlled vocabulary of a thesaurus. This controlled vocabulary provides a way of structuring the subject matter in a way that is consistent among users (e.g., searching for Dysphoria, Melancholia, and Depression can all be achieved by searching the term "Major Depression").

Online Thesaurus Searching

Each PsycINFO® vendor labels the index terms field differently, and some vendors include an online Thesaurus, so check the search help for the search system you are using to see how to search using index terms. If we have a search guide (/pubs/databases/training/search-guides.aspx) for your system, you'll also find the information there.

Please visit our Field Guide (/pubs/databases/training/field-guide.aspx) for more details on other fields in PsycINFO records.

Thesaurus Features

- Includes more than 8,200 standard and cross-referenced terms.
- New terms are mapped back to all relevant records in APA's databases spanning all years.
- Scope notes define the terms.
- Historical notes include information about the historical usage of terms since their introduction.
- Term hierarchies show the relationship to other terms.
- Posting notes tell how many times the term has been used in APA database records when the *Thesaurus* was published.
- The year indicates when the term was added to the Thesaurus.

Related Links

- Order the Eleventh Edition (2007) of the Thesaurus of Psychological Index Terms now (/pubs/books/3100084.aspx)
- Read introductory material from the Thesaurus of Psychological Index Terms (/pubs/databases/training/thesaurus-intro.aspx)

If you have feedback or want to suggest new terms, please email PsycINFO (mailto:psycinfo@apa.org).



PsycLIT® Training Center
Database Documentation

RESEARCH RESOURCES

Access all library electronic resources via the library web site. Select the "Databases, A-Z" link from the homepage. If you are off-campus, you will need to login to the library's system with your NetID and password to access these proprietary databases.

Index	Strengths	Details
Dissertations & Theses, ProQuest Digital <i>Dissertations Abstracts International (DAI) and Masters Abstracts International (MAI)</i>	1861-present Advanced Search; Command Line; Search limit options (e.g., Advisor, School name)	Nearly 3 million dissertations and theses citations from around the world (ProQuest estimates that "95% to 98% of all U. S. doctoral dissertations are included") Over 1.2 million available for download in PDF format; most of the dissertations added since 1997 are available in full text <i>See also the University's Electronic Thesis, Dissertation and Professional Paper Project (ETDP) http://www.lib.umt.edu/etd</i>
ERIC (Education Resources Information Center) <i>Resources in Education (1966-2002) and Current Index to Journals in Education (1969-2002), as well as the 13th edition of the Thesaurus of ERIC Descriptors</i>	1966-present Advanced Search; Command Line Search; Search limit options (e.g., Document type, Education level); Figures & Tables; Thesaurus Search	Over 1.4 million records covering Adult, career and vocational education; Counseling; Elementary and early childhood education; Education management; Higher education; Junior colleges; Second-language learning; Special education; Teacher education; and Tests, measurement and evaluation Indexes journal articles, conference papers, meetings, government documents, theses, dissertations, reports, audiovisual media, bibliographies, curriculum and teaching guides, directories, books and monographs
Educational Administration Abstracts	1966-present Advanced Search; Search limit options (e.g., scholarly/peer-reviewed)	Over 199,000 records covering areas related to educational administration, including educational leadership, educational management, and educational research Indexes journal and magazine articles
PsycINFO <i>Thesaurus of Psychological Index Terms</i>	1890-present Advanced Search; Command Line Search; Search limit options (e.g., Methodology, Age Group); Thesaurus search Some cited reference data	Over 2.8 million records covering all areas of psychology, behavioral sciences, and related disciplines: Applied psychology; Communication systems; Developmental psychology; Educational psychology; Experimental human and animal psychology; Personality; Psychological and physical disorders; Physiological psychology and neuroscience; Professional personnel and issues; Psychometrics and statistics; Social psychology; Social processes and issues; Sports psychology and leisure; and Treatment and prevention Indexes professional journals, chapters, books, reports, theses and dissertations
Web of Knowledge/ Web of Science <i>Social Sciences Citation Index (1898-present), Science Citation Index (1900-present), and Arts & Humanities Citation Index (1975-present)</i>	Coverage dates vary by Index Advanced Search; Cited-reference Search; Citation Report; Citation Map Times Cited data	The Social Sciences Citation Index contains roughly 7.8 million records; covers 5,300 publications from 55 social science disciplines Indexes journals and conference proceedings

ERIC

qualitative | keyword *AND* leadership | keyword

Thesaurus descriptors for qualitative, and related terms?

Thesaurus descriptors for leadership, and related terms?

PsycINFO

autism | keyword *AND* intervention | keyword *AND* schools | keyword

Thesaurus descriptors for autism, and related terms?

Thesaurus descriptors for intervention, and related terms?

Thesaurus descriptors for schools, and related terms?

Web of Knowledge/Web of Science (cited reference search)

If you want to know who has cited a specific article, you can find out by searching *Web of Knowledge/Web of Science* or Google Scholar. PsycINFO began adding cited reference in 2001 and will continue to add retrospective coverage.

Scribner, J., Cockrell, K., Cockrell, D., & Valentine, J. (1999). Creating professional communities in schools through organizational learning: An evaluation of a school improvement process. *Educational Administration Quarterly*, 35(1), 130-160.

How many times has the article been cited in Web of Science?

In Google Scholar?

Locate a Specific Journal or Journal Article

If you are looking for a specific article (e.g., from a reference list) or a specific journal, the first step is to find out if the library subscribes to that journal. Enter the name of the journal in the main search box on the library homepage, then choose Journal Titles from the Search In pull-down menu. This will show you if the library provides access to the journal in a database, in UM Print Holdings, or indicate that the library does not subscribe to the journal. If the library subscribes to the journal, be sure to check the dates of coverage that are available. If the library does not have a subscription to the journal or only a paper copy you can request specific articles from the journal via Interlibrary Loan or Document Delivery (<http://www.lib.umt.edu/services/request-material>).

Davis, S., & Nixon, C. (2011). What students say about bullying. *Educational Leadership*, 69(1), 18-23.

Does the library provide you access to the title?

If not, how can you access the article?

If so, can you access the article online via the library databases?

If so, can you access the article in print in the library?

If you want to know what journals are highly regarded in your field of study, one measure is *impact factor*. You can locate journals with high impact factors in the database **Journal Citation Reports**. For each journal you will see how many articles were published in it, how many times articles from the journal were cited, a one-year and five-year impact factor ranking, and additional metrics. Note that JCR *does not* cover all published journals. Also note that the increased sharing of research online via blogs, faculty websites, institutional repositories, etc., has led individuals to develop alternative metrics for measuring scholarly impact (e.g., <http://altmetrics.org/manifesto/>). For guidance on where to publish see **Cabell's Directories** (of Publishing Opportunities).

Open Access Literature

Open-access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions. OA is a kind of access, not a kind of business model, license, or content. OA is compatible with copyright, peer review, revenue (even profit), print, preservation, prestige, quality, career-advancement, indexing, and other features and supportive services associated with conventional scholarly literature. The primary difference is that the bills are not paid by readers and hence do not function as access barriers.

The legal basis of OA is the consent of the copyright holder (for newer literature) or the expiration of copyright (for older literature). Because OA uses copyright-holder consent or the expiration of copyright, it does not require the reform, abolition, or infringement of copyright law. The campaign for OA focuses on literature that authors give to the world without expectation of payment. Many OA initiatives focus on publicly funded research.

OA is compatible with peer review, and all the major OA initiatives for scientific and scholarly literature insist on its importance. The chief difference between them is that OA journals conduct peer review and OA repositories do not. This difference explains many of the other differences between them, especially the costs of launching and operating them.

From: *Open Access Overview*, Peter Suber, <http://www.earlham.edu/~peters/fos/overview.htm>

A few resources:

- *American Educational Research Association Online Paper Repository*
<http://www.aera.net/Publications/OnlinePaperRepository/tabid/10250/Default.aspx>
“An open access clearinghouse, with abstracts, of all scientific presentations given at AERA annual meetings since 2010. More than half include full-text papers voluntarily contributed to the repository by annual meeting presenters. AERA encourages all presenters to make their full-text papers available to the repository as a way to distribute their research more broadly.” Requires site registration.
- *DOAJ (Directory of Open Access Journals)* <http://www.doaj.org/>
Directory of open access scientific and scholarly journals that publish scholarly or review articles; exercise peer-review or editorial quality control; and are from academic, government, commercial, or non-profit private sources. DOAJ is hosted and maintained by Lund University Libraries, Sweden.

KEEP CURRENT

Current Awareness Services help you keep on top of what is being published in your research area, or by specific authors or in specific journals, by automating research practices. These services are provided free by most publishers and database vendors, and some search engines; often they require registration. You can select how often to be updated (e.g., monthly) and how, usually options are via email or a RSS feed. Here are a few details:

- Table of Contents Alerts. Receive an alert each time a new issue of a journal is published. (JournalTOCs is a website service through which you can sign up for multiple alerts <http://www.journaltoctcs.hw.ac.uk/>.)
- Saved Search Alerts. Receive notice when new articles come into a database that fit your search query.
- Cited Reference Alerts. Receive notice when a new publication cites a particular article or text.
- News alerts. Receive alerts from newspapers, government institutes, etc.; anywhere you see the RSS icon.
- Google and Yahoo! Alerts. Set up a search query and have the results emailed to you.

MANAGE YOUR RESEARCH

Citation Management Software can help you manage your research and format citations. You can use citation management software to: create your own personal database to keep track of your research articles, documents, websites, etc.; import citation information from a variety of resources into your database; automatically generate a bibliography in a variety of styles (e.g., APA, ASA, Chicago, MLA); and add in-text citations to a paper in a variety of styles. The two web-based tools the library provides are **EndNote Basic** and **RefWorks**. The table below provides basic information to get you started using either EndNote Basic or RefWorks. Find out more at: <http://libguides.lib.umt.edu/endnoteweb> and <http://libguides.lib.umt.edu/refworks>.

	EndNote Basic	RefWorks
Access	Via the “Databases, A-Z” link on the homepage.	Via the “Databases, A-Z” link on the homepage.
Capacity	50,000 references; top 3,300 bibliographic styles	Unlimited references; 800 bibliographic styles
Set up an account	Requires the use of your official UM email address. Your password must include at least one letter, number, and symbol. No special code is required for off-campus access but you need to initially register for an account from an on-campus location.	Requires the use of your official UM email address. Off-campus access requires a <i>Group Code</i> that will be sent to you when you set up your account and can be re-sent to you if you send an email from your university account to refworks@umontana.edu .
Add citations	Manually under the “Collect” menu, “New Reference.” Export data from various databases, usually under “Export” or “Save Citations.” In some instances this is seamless (e.g., using Web of Science), in other instances you need to download the data and then use the “Import References” option under the “Collect” menu.	Manually under the “References” menu, “Add New” or via the “New Reference” button. Export data from various databases, usually under “Export” or “Save Citations.” In some instances this is seamless (e.g., using CSA databases), in other instances you need to download the data and then use the “Import” option under the “References” menu to add the reference data.
Organize citations	Use the “Organize” menu, “Manage My Groups”, to group references into folders by topic, project, etc. A citation can be placed in more than one folder. Folders can be shared with other EndNote Web account holders.	Select the “New Folder” button. A citation can be placed in more than one folder. Select the “Organize & Share Folders” tab to make changes. Folders can be shared with RefWorks and non-RefWorks account holders via email, URL, or in UM’s RefWorks RefShare area.
Find citations in your account	Use the “Quick Search” menu on the “My References” page.	Use the “Search” box. Citations can also be sorted in a number of ways such as by author, title, and journal.
Create in-text citations	Requires you to download the “Cite While You Write” plug-in for your computer that works with MS Word programs on PC and Mac applications. Find the utility under the “Format” menu – “Download Installers.”	Requires you to download a utility program to your computer called “Write-N-Cite” that works with MS Word programs on PC and Mac applications. Find the utility under the “Tools” menu.
Bibliography	Under the “Format” menu choose “Bibliography.”	Use the “Bibliography” menu or the “Create Bibliography” button.
Get help	Tutorials are available at http://www.youtube.com/user/EndNoteTraining ; “Help” menu and “Getting Started Guide”.	Tutorials are available at www.youtube.com/proquestrefworks ; “Help” menu.