

Library Research (and research beyond the library)

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Research Guide to Education: <http://libguides.lib.rochester.edu/edu>

University of Rochester Library Homepage: <https://www.library.rochester.edu/>

Interlibrary Loan: if you find an article or book and UR doesn't have access to it, you can use the Interlibrary Loan (ILL) service to request a pdf (or book): <https://illiad.lib.rochester.edu/>

The Writing Support Services for Warner: <https://www.warner.rochester.edu/students/academics>
 APA style guide: <https://apastyle.apa.org/style-grammar-guidelines>

Your research question/topic

1. Is your question/topic specific or is it still a bit vague/bubbling around in your head?

A. *It's specific! Let me write it down in all its glory:*

Great! Skip down to the question about **scope**.

B. *It's a bit vague.*

That's part of the journey! Often asking “who, what, where, when, why, how” questions can help get a more focused topic that you'll be excited about. You can also use the Articles & Books search at the library's homepage to brainstorm. (<https://www.library.rochester.edu/>) Here's some examples:

Who: Do you have an age/race/ability limit on your topic?

What: is there a phenomenon/activity that you're looking at? Can it be divided into subtopics?

Where: does place matter? Urban/rural, country, state? At home or in the classroom?

When: is there a relevant time period? Has something drastically changed in the last 2,5,10 years?

Why: Are you looking for an explanation? Are there competing explanations? Are there frameworks you're examining or applying?

How: Are you looking at methodology or strategies? Are you thinking of assessment or a process? Try to get specific.

2. Do you have a more specific topic/question now?

A. *Yes, it's brilliant!*

Awesome. Skip down to **scope** questions (#3)

B. *It could be better.*

That's ok, it's a process!. It's time to look to see what kind of sources are out there, and those might help you find your topic.(skip down to “**Your Resources**”)

3. If you do have a question, is it the right scope for the kind of assignment you're working on?

A. *Scope is just right. Not too big, not too small.*

Nice. skip down to Resources section.

B. *I'm not sure. I can't find enough/I've got about 30-50 articles that are all kind-of-connected.*

Ok, that might mean that you need to see if there are about 10 articles that have more in common, and think about those as a set. Skim the abstracts of each to see if few separate areas become clear. You can ask the "who, what where..." questions to help you classify them. (Don't take too long with this, you're skimming the abstracts) You might also check your sources to see if they are scholarly, peer-reviewed and recent.

Your Resources:

First, list what you already know. You can talk to faculty, TAs, classmates, librarians. You can consult textbooks and articles or books you already have. Compiling these is a good way to begin your research!

4. Do you have scholarly, peer-reviewed current journal articles?

A. *Yes! Lots and lots!*

Lots and lots? Double check above questions about scope. If you've got a giant pile of sources, it's possible your topic is a little too broad. Remember that "current" usually means published in the last 10-15 years.

B. *I've got a few, but not many.*

That's a great start! We'll work on finding more sources. One place to start is looking in the **literature review portion** of the articles you have. That section will give you some sense of who is working on your topic, and often has helpful information about the different kinds of research or beliefs.

Another great place to start is on the **Education Research Guide**:

<http://libguides.lib.rochester.edu/edu>

5. Do you have good keywords/search terms for your discipline?

A. *Yes, I've got lots, and they are the ones used in scholarly publishing, too!*

Fantastic! Skip to the **authors/journals** section.

B. *I've got some, but they aren't bringing back the kind of results I was hoping for. Or, maybe, I don't have more than one or two.*

We're going to begin brainstorming more terms, and finding the right ones:

- If you've already got an article or two on the topic, what are the keywords they use? Make a list of those.

- Did you become interested in the topic because of a class? If you have notes, or readings from that class, those are resources too!
- Do you know if data has been collected on this topic? If so, what terms were used in collecting data?
- Googling the topic can sometimes help figure out key terms - it's a bad place to find good scholarly material, but if you're searching for the magic words to unlock the research, sometimes Google is a good way to go.

Once you've got some terms, head to DiscoverUR and try a search. o When you have your first page of results, use the **filters** on the left to limit to peer-reviewed journals, and limit the date to the last 10 years.

REFINE YOUR RESULTS

Add results beyond your library's collection

Sort by Relevance ▾

Availability ^

Available online

Peer-reviewed Journals

Open Access

Held by library

Content Type ^

Articles (297,538)

Dissertations (234,178)

Book Chapters (27,934)

Newsletter Articles (25,761)

Newspaper Articles (11,783)

Show More

Location ^

Art/Music Library -- Art Stacks (1)

Art/Music Library -- DVD Collection (1)

Carlson Library Circulating Books (3)

Show More

Publication Date ^

From	To	
<input checked="" type="checkbox"/> 2016	2026	Refine

6. Do you know some authors/journals that publish in your area?

A. *Yes, I've got at least 4 authors and 3 journals!*

- You can go to the author's web page (or sometimes scholar.google.com) to see what else the author has published and who are their co-authors.
- You can search a journal title to see what else they've published on your topic. This is a nice way to grow your research.
- You can also use scholar.google.com to see who has cited the papers you like.

Multilingual scholars and the imperative to publish in English: Negotiating interests, demands, and rewards

[PDF] wiley.com

Full Text @ UR

[MJ Curry, T Lillis - TESOL quarterly, 2004 - Wiley Online Library](#)

This article examines how multilingual scholars who work outside English-speaking countries negotiate the demand to publish in English alongside their broader academic and publishing interests. Based on our ethnographic study of the academic writing and ...

☆ 99 Cited by 306 Related articles All 10 versions Web of Science: 129 »»

B. *Nope. Not much, anyhow.*

Ok, go back up to **Keywords** question. If you have the keywords, then you're likely to have the articles, then the journals and the authors. Come back to this question when you've got some.

7. If you have articles and sources, do you know how each will fit into your paper?

A. *Yes, I've got an outline and everything.*

Sweet. You're likely writing already! Skip to the question about sources and notetaking.

B. *No idea yet.*

Not a problem. The first thing to do is to skim and scan your articles. Make brief notes on what each source covers and if they use a particular methodology. You might skim some of the literature review portions of papers you like to see how they organize the research that's out there. You can also skim the section headings of your favorite papers - how did they organize their work? Would that template work for your topic?

8. Do you need data/material that is on the web (and not in the library databases)?

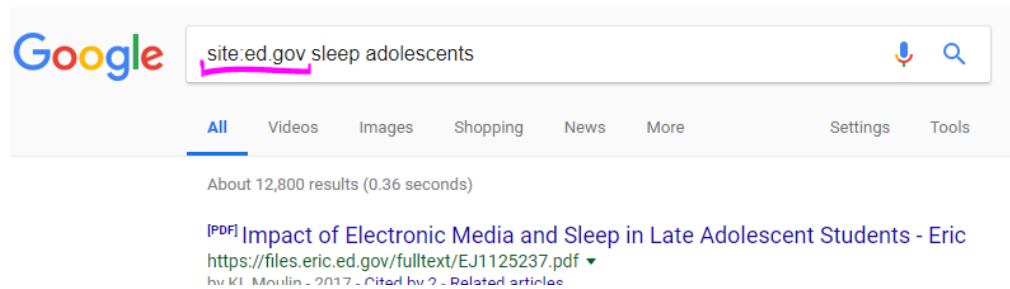
A. *Nope.*

B. *Maybe?*

Consider the kind of information you need.

- a. Is it data? It might have been collected by a government agency or a private group. The library won't necessarily list it, so think about who might create it. Evaluate if this is a trusted source. For best bets for data, consult the Education Research Guide for the two boxes labeled **Education Data** and **Searching the Open Web** at <http://libguides.lib.rochester.edu/edu>

One great way to search government agencies (or any website) is to have Google search the site for you by typing `site:<target website> <keywords>`



b. You might need papers on policy - you can use the [ERIC database](#)

9. Do you have a method for keeping track of your sources and notetaking?

A. *Yes, and it's perfect!*

Great! Will you share it with me? (haha!) Carry on and you're probably writing a lot now. Good work. Skip down to **Citations**.

B. *Not really. A little bit of everything, but nothing formal.*

There are lots of methods. A simple one is keeping a spreadsheet for the main items you'll need to track down. Or, a little more powerful method (that takes a little getting used to) is using a citation manager like Zotero, EndNote, Mendeley. You can find more about these here: <http://libguides.lib.rochester.edu/referencemanagers>

Citations

10. Do you have the correct APA citation for all your sources?

A. *Yep, I'm fine.*

Nice.

B. *Nope. I'm lost.*

The APA citation guide can help you with references:

<https://apastyle.apa.org/style-grammar-guidelines/references>

11. Do you know how to include in-text citations in your work?

A. *Yes, I do.*

Go write your paper!

B. *Nope, feeling panicky.*

Don't worry - the APA guide is helpful on this:

<https://apastyle.apa.org/style-grammar-guidelines/citations>