Digital Research Notebook

A simple tool for reflective learning at scale.

#liw16

(cc) Common Musk Turtle scaling the mountain
So, we were teaching one-shots....

http://attackofthecute.com/on/?i=3315
Week 3 - Working with Sources - Part 2
Complete by Tuesday, January 29th.

Brainstorm: What's your data? In other words, what need do you have for your research project? How can you view it as credible evidence? Brainstorm data/evidence as possible:

• Ethnographic data: dress style, how do people react to the music? Do you know people on their phones? Are the people on the bus? What's going on outside the venue? Do they interact with the crowd? Are theirs instruments warm up?
• Visual data: photographs and videos (inside/ outside venue)
• Narrative/ Interviews of audiences

Primary, Secondary, and Tertiary Sources

Read:
• Primary and Secondary Sources
• Primary, Secondary, and Tertiary Sources

Take a look at your brainstormed data. What are your primary sources? Enter 1-2 examples of primary, secondary, or tertiary sources you might use them in your research.

<table>
<thead>
<tr>
<th>Source type</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Ethnography, Interviews, Videos, Audio</td>
</tr>
<tr>
<td>Secondary</td>
<td>Articles, Books</td>
</tr>
<tr>
<td>Tertiary</td>
<td>Encyclopedias, Guidelines</td>
</tr>
</tbody>
</table>

Add a photo of your idea map here. (View) If you can't add a photo, write 5 or more of the questions that you generated during the activity.
Learning Outcomes

- Choose a topic
- Write a research question
- Generate a useful range of keywords
- Find and use relevant LibGuides
- Find sources in the catalog or at least one article database
ty: @renromana!!!!

Topic mapping
Lesson 2: Crafting a Savvy Search Strategy

Now that you’ve got your topic and research question, it’s time to start searching for sources! The first step is coming up with some keywords and phrases that you can use to search the databases.

Watch Crafting a Savvy Search Strategy, Part 1, and then complete the following chart to brainstorm many keywords and phrases.

Research Question: What were the relationship status of the members of Fleetwood Mac while composing Rumours?

<table>
<thead>
<tr>
<th>Keywords:</th>
<th>Rumours</th>
<th>Lindsey Buckingham</th>
<th>Christine McVie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms:</td>
<td>1976 album release</td>
<td>Stevie Nicks</td>
<td>John McVie</td>
</tr>
<tr>
<td>Broader Terms:</td>
<td>Fleetwood Mac Album</td>
<td>Relationships</td>
<td>Marriage</td>
</tr>
<tr>
<td>Narrower Terms:</td>
<td>Passion for music</td>
<td>Cheating</td>
<td>Broken Vows</td>
</tr>
<tr>
<td>Other Terms:</td>
<td></td>
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</tbody>
</table>

Fantastic! You’ve come up with a good variety of keywords to use in the databases. As you saw in the video, you can mix and match your keywords to find different results in a library catalog or database. Next, let’s find the perfect catalog or database for your research project!
Research Strategies, Tools, Approaches

**Class notes:**
tips about last week’s reading:
- keep the journal you would like to publish in, in mind.
- ways you can subdivide a web map: people involved, methodological, who,
  - idea of death, future tense
  - media has a huge role,
  - research project calculator: tells you when to get started
- search terms: denial, global warming *(came up change, *skepticism, DON'T want things involving climate change*
- may need to integrate independent psychological knowledge/history

**Zotero:** If necessary, set up Zotero on the computer for this research. Write a very brief note here about the research. Any questions? It was easy but getting it on my own computer was difficult.

**Brainstorm:** What's your data? In other words, what kinds of information will you need to help you develop your research project? What kinds of information will your audience view as credible evidence? Brainstorm a list of as many different types of data/evidence as possible:

- Ethnographic data: dress style, how and if people group themselves, how do people react to the music? Do they just stand around? Do they dance? Are the musicians acting on outside of the venue? Are people smoking/drinking? How do people interact with the audience? Are they interacting with the crowd? Are they drinking or smoking? Do they practice their instruments/warm up?
- Visual data: photographs and videos of the audience, musicians, and setting (inside/outside venue)
- Narratives: Interviews of audience members and musicians

**Primary, Secondary, and Tertiary Sources**

**Read:**
- Primary and Secondary Sources in the Humanities and Sciences (.docx)
- Primary, Secondary, and Tertiary Sources

Take a look at your brainstormed list of data and evidence above. Which types of evidence are primary sources? Secondary? Tertiary? Not sure? Write down at least 1-2 examples of primary, secondary, and tertiary sources and indicate how you might use them in your research project.

<table>
<thead>
<tr>
<th>Source type</th>
<th>Examples</th>
<th>How might you use these sources in your project?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>Ethnography, Interviews, Photos, Video, Audio,</td>
<td>I would use these sources to create narratives and provide examples.</td>
</tr>
<tr>
<td>Secondary</td>
<td>Articles, Books</td>
<td>I would use these in order to reference a theoretical frameworks and previous studies.</td>
</tr>
<tr>
<td>Tertiary</td>
<td>Encyclopedia, Guidebooks,</td>
<td>I would use these in order to find more secondary sources.</td>
</tr>
</tbody>
</table>
Reflections on the Research Process

First, finalize your topic using the ideas you came up with in your topic map. Make sure that your topic is specific, but not too narrow.

**Topic: The making of Rumours by Fleetwood Mac**

Next, think about why this topic excites you came up with in your topic map.

**Inquiry:**
- Because I want to find out:
- What lead to the creation of the song?
- Why did the band experience personal and financial struggles?
- How did they sustain their passion for music?
- Who was the driving force in the band? What was their political and social impact on society?
- What was their impact on musical history?
- Where did they derive their inspiration from?

How do you feel about your search? What went well? Where did you run into trouble?

**What went well:** I was able to find relevant articles and statistics.

**What was challenging:** I was not able to understand how to access sources at the non circulation desk.
General Notebook

Lesson 1: Mapping Your Research Ideas
First, we’ll be creating a topic map, which will help you generate some questions for your topic. Then, you’ll use the most interesting questions in your topic map to write your research question.

Week 4 - Dissecting Sources and Managing the Research Process
Complete by Tuesday, February 2nd.

Class notes:

Dissecting Sources - http://j.mp/reading-strategies

Strategy: PQAS - Problems, Questions, Audience, Significance

Quickly skim the title, abstract, first paragraph, headings, and any featured sections or quotes from the article. Make a prediction in your own words:

What is the problem? What are the questions raised? Who is the audience for the article? What is the (potential) significance of the article?

<table>
<thead>
<tr>
<th>Problems</th>
<th>Questions</th>
<th>Audience</th>
<th>Significance</th>
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Tip: “although” “though” and “where” are often used to introduce research problems. You can also look for question marks and question words to help find research questions.

Strategy: What’s new?
Take another look at the title, abstract, and introduction. Then take a close look at the first two paragraphs and the last paragraph of the discussion section. This is where you read for what this article relates to previous research findings. What’s new or different about this article? What contribution is being made here? Does the article call into question or offer a new perspective on current practice?

Tip: You can search for the word “previous” “research” and “future” when looking for relationships to previous work, and ideas for future research questions.

j.mp/my-notebook

Honors 101i Notebook

j.mp/101i-notebook

General and course specific notebooks
New In-Class Activities

Things we didn’t have time to do before....

Authority is Constructed Contextual

- Traditional and new media
- Mainstream and alternative viewpoints
- Nonacademic authoritative sources; nonauthoritative scholarly sources
New In-Class Activities

Things we didn’t have time to do before....

Research as a Conversation

- Diverse uses of sources (beyond evidence)
- Scholarly Disagreements
- Role of seminal articles, review articles
- Disciplinary styles and conventions
Teaching at Scale

- Extends our instructional “toolbox”
- Like a research guide, but more focused on process.
- Can be used on its own when f2f instruction isn’t feasible.
- Relatively easy to integrate for instructors.
What’s next?

- Revised lessons
- New video tutorials
- Specialized notebooks
- Research and writing integration
Thank you!

Questions?

UCLA Library

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Praise for the Research Notebook

“The combination of tutorial videos and exercises allows students to apply fundamental skills to their own particular research projects, freeing up time in the classroom for me to discuss finer points. I particularly value the emphasis on devising a research question and search strategy before beginning to search—too many students dive into their research and then become frustrated when they don’t find what they’re looking for, and these modules demonstrate a more deliberate and effective approach.”

-Thomas Hitchner, UCLA Writing Programs Lecturer