Going beyond Google and Wikipedia

finding quality information in databases, e-libraries, and in the hidden web.

Better finds in better places.

ECIS November Conference : Nice, 2010

Going beyond Google and Wikipedia

finding quality information in databases, e-libraries, and in the hidden web.

Christina Nord
Bibliotekarie : Sannarpsgymnasiet, Halmstad, Sweden
John Royce
Library Director : Robert College of Istanbul, Turkey

ECIS November Conference : Nice, 2010

Better finds in better places.

Finding quality information

- IB Extended Essay examiner comments
- Teachers' problems with students (not) finding quality information (SATISFICTION)
- Good information is ***not*** easy to find / **research is hard work**
- Studies re students (people) and long continuous text

Politics
Extended Essay Report : May 2009

C: investigation

An increasing number of students lock themselves into internet sources, some of which are poor, and do not take the trouble to investigate major research sources, by which I mean seminal studies in the area of the essay. Reinventing the wheel, especially a wheel of inferior quality, is not the best approach. The idea of a proper literature search does not appeal as much as a headlong dive into web sources.

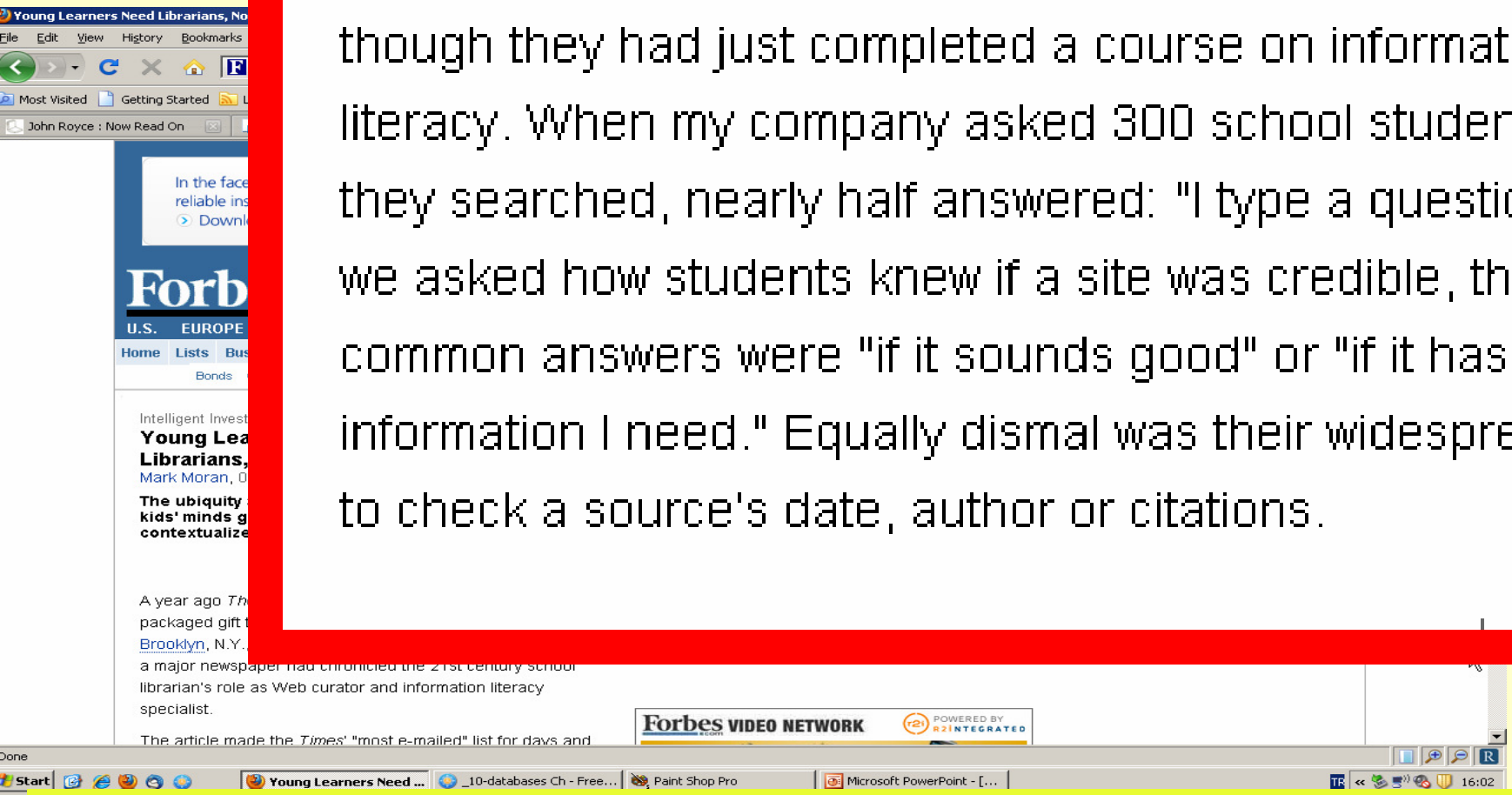
An increasing number of students lock themselves into internet sources, some of which are poor, and do not take the trouble to investigate major research sources, by which I mean seminal studies in the area of the essay ... The idea of a proper literature search does not appeal as much as a headlong dive into web sources.

Getting by with Google...

Mark Moran. Young Learners Need Librarians, Not Just Google. Forbes.com 22 March 2010. <http://www.forbes.com/2010/03/22/moran-librarian-skills-intelligent-investing-google.html>

Getting by with Google...

In a recent study of fifth grade students in the Netherlands, most never questioned the credibility of a Web site, even though they had just completed a course on information literacy. When my company asked 300 school students how they searched, nearly half answered: "I type a question." When we asked how students knew if a site was credible, the most common answers were "if it sounds good" or "if it has the information I need." Equally dismal was their widespread failure to check a source's date, author or citations.



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Getting by with Google

It seems that a new divide is opening up in the US, with the better-equipped students taking the prizes of better grades. At the lower end of the information skills spectrum, the research finds that intervention at university age is too late: these students have already developed an ingrained coping behaviour: they have learned to `get by' with Google.

Rowlands, Ian (2008). information behaviour of the researcher of the future: a Ciber briefng paper. London: University College London, Downloadable at http://www.ucl.ac.uk/infostudies/research/ciber/downloads/ggexecutive.pdf

Fallacies: enduring MYTHtakes!

- It's all there, it's up-to-date and it's all good stuff
- It's full-text and it's free
- It can easily be found
- Anyone can use a search engine
- Everyone's an expert

Chris Sherman and Gary Price. *The invisible web: uncovering information sources search engines can't see.* Medford NJ: CyberAge Books, 2001.

Fallacy:
enduring MYTHtake!

All information is equal.

What makes for quality information?

- Authority
- Currency
- Verifiability (accepted? Recognized? Peer-reviewed…)
- Bias (lack of… both sides of argument … fact rather than opinion… etc – OR bias is clear… About Us…)
- etc etc etc

What makes for quality information?

- Authority
  - I know that …
  - My friend told me that …
  - My teacher said …
  - According to *Wikipedia*, …
  - The *Daily Mail* yesterday reported that …
  - A paper in *The Lancet* noted that …
  - According to Nobel Prize-winning chemist ….

Donald Rumsfeld

(a new meaning to “military intelligence”)

- "We do know of certain knowledge that he [Osama Bin Laden] is either in Afghanistan, or in some other country, or dead."

Rumsfeldisms.
http://politicalhumor.about.com/cs/quotethis/a/rumsfeldquotes.htm

What's not on the web

"... The vast majority of authors and publishers are still in the business of making money, and they just aren't giving their work away."

Joyce Valenza. "What's not on the web." *Learning and Leading with Technology*, Sept. 2001, 7-9, 48.

Approaches

- Search engine (general search engine) dealt with in session 1
- Advanced search dealt with in session 1
- Subject search engine dealt with in session 1
- Directory dealt with in session 1
- Database (prior or specialist knowledge) main focus of this session

Access and cost

- Free
  - Open Access
- Sometimes free
  - Current issue only
  - Older issues only
  - Other
- Pay-on-demand
- Subscription only
  - Personal
  - Institutional

Databases 1 : collections

- Periodicals – full-text / abstracts
- Books and online libraries
- Library management systems / catalogues
- Dictionaries / encyclopedias / almanacs
- Statistics / demographics / records / censuses
- Archives
- Primary source documents
- and and and and and ……

Databases 2 : collections

- Atlases and maps
- Recordings (audio / video)
- Dissertations & theses & academic papers
- Photographs, graphics etc…
- and and and and ….

Databases - journals

Subscription / Aggregation

Ebsco (as example)

- Academic Search Elite
- Advanced Placement
- Biography Reference Center
- General Science Collection
- History Reference Center
- MAS Ultra (School edition)
- Middle Search Plus
- Novelist
- Points of View Reference Center
- Primary Search
- Professional Development Collection
- Science Reference Center
- Topic Search ……

http://www.ebscohost.com/

Better finds in better places.

Gale (another example)

- Academic One File
- Advanced Placement Science Collection
- Criminal Justice Collection
- Fine Arts and Music Collection
- Gale's Ready Reference Shelf
- General Reference Center
- InfoTrac Custom Journals
- Popular Magazines
- Psychology Collection
- War and Terrorism Collection

… + 56 when searching for *online general reference media for "adult general"*

http://www.gale.cengage.com/

The same goes for Proquest...
http://www.proquest.co.uk/en-UK/

Pricing schemes

EBSCO
Gale
Proquest

Depends on the number of users
The package
Consortium and local deals
Bargaining power
… and more

Subscription / Aggregation
continued...

- Newsbank
- Jstor
- Pecya
- Sage
- Ingenta
- And many more

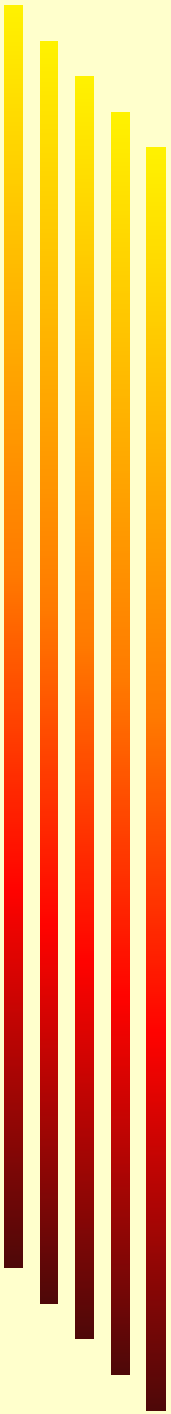
Sometimes you do find what you want for free!

- Open Access

- Journal archives
  - *Library Journal* – Dewey article
  - Knew the article (but not the exact title) and the journal but not the date...
    - Archives, hit and miss
    - Search!

Sometimes you find what you want for free!

- Local libraries / universities etc
-
- Psychology archive... psychclassics.yorku.ca/



Databases - books

Better finds in better places.

Full-text collections (free)

- Gutenberg etc
- Runeberg
- Internet Archive

- Google Books (partially free / incomplete)
- World Digital Library
- OpenCulture

Many, many more…

Full-text collections (free)

- Google Books (partially free / incomplete)
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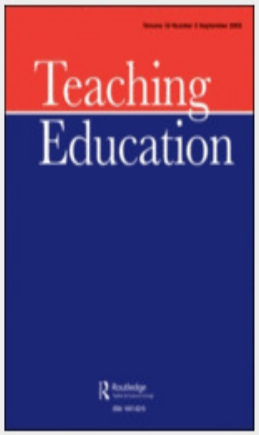

Why Return to Anna Freud?: Some Reflections of a Teacher Educator

Author: Deborah Britzman[a]

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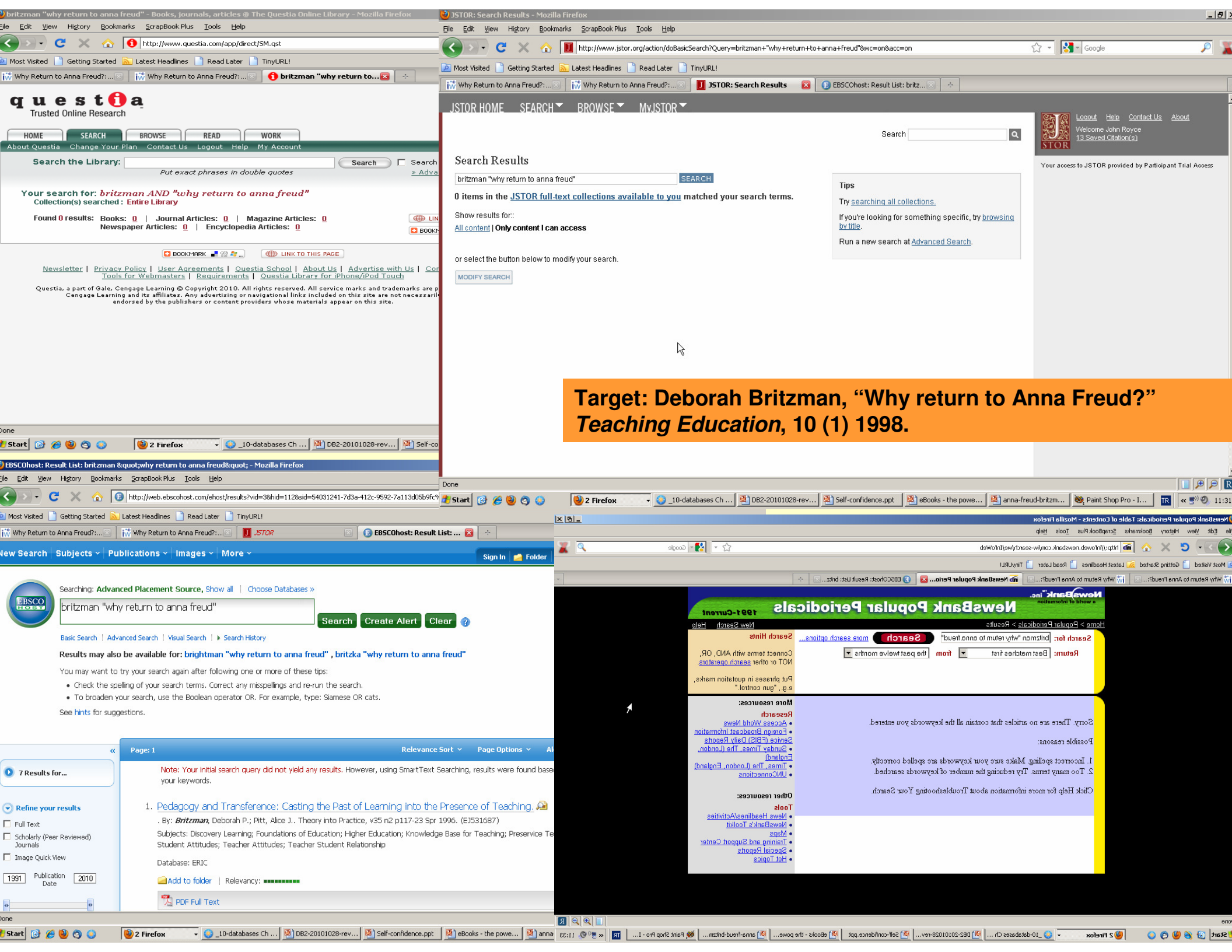
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your keywords.
1. Pedagogy and Transference: Casting the Past of Learning into the Presence of Teaching.
. By: Britzman, Deborah P.; Pitt, Alice J.. Theory into Practice, v35 n2 p117-23 Spr 1996. (EJ531687)
Subjects: Discovery Learning; Foundations of Education; Higher Education; Knowledge Base for Teaching; Preservice Te
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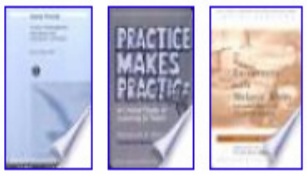

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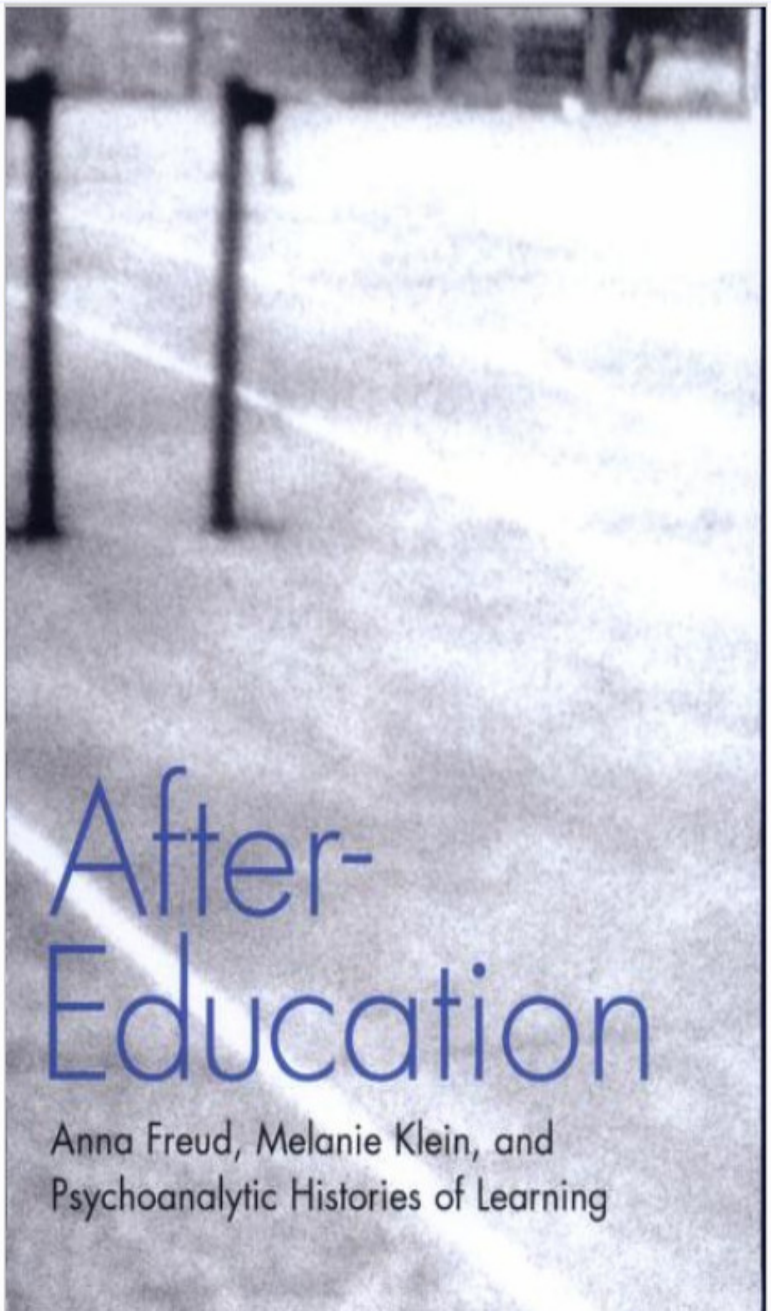

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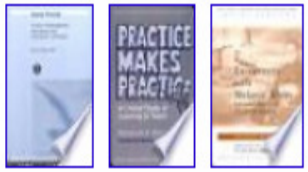

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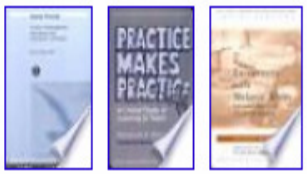

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CHAPTER THREE

WHY RETURN TO ANNA FREUD?

Teaching about psychoanalysis in the university turns learning on its head; after all, so much belief about the nature of learning and teaching and what counts as its evidence must be held in suspense and so too must the teacher's usual appeals to the student's rationality, preparedness, and willingness. Moreover, however intellectually assured the teacher may be in this topic, her or his own learning also should be surprised. Sigmund Freud (1919) wrote a short paper on this very topic outlining a few problems, from the perspective of both the university and psychoanalysis. In Freud's view, it would be to the benefit of the university more than to the field of psychoanalysis if some of its theories were to be taught there; psychoanalysis would be beneficial to those studying medicine and psychiatry but also interesting to those studying the humanities and social sciences. The method of teaching, Freud advises, would have to be didactic, through lectures and discussion. And learning more about psychoanalysis would have to come from experiencing an analysis. Freud then concluded by suggesting a modest yet utterly complicated goal: "[I]t would be enough if he learns something *about* psychoanalysis and something *from* it" (173, emphasis in original). One might characterize a certain paradox of pedagogy as the meeting of modesty with complexity. That is, before one can decide whether the knowledge offered is relevant,

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destruction and aggression that is also a necessary part of trying to learn (Winnicott 1990a). Yet we also can admit that ideas, words, and books arouse anxiety in the learner and then notice that the learner has methods for defending herself or himself against knowledge. In the context of teacher education, I have often wondered whether the expectations and anticipations one brings to teacher education work as a defense against accepting ideas that insist upon the complexities and uncertainties of

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people who brought psychoanalysis a bit closer to understanding practices in education. But this relation, however didactic it can appear from her

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76 AFTER-EDUCATION

people who brought psychoanalysis a bit closer to understanding practices in education. But this relation, however didactic it can appear from her lectures, essentially was ambivalent, because the subtext of these lectures raised two interminable questions for teachers: What are you doing when you try to teach? Who do you imagine you are teaching?

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wish for learning to be no problem. What is missed is an element of destruction and aggression that is also a necessary part of trying to learn (Winnicott 1990a). Yet we also can admit that ideas, words, and books arouse anxiety in the learner and then notice that the learner has methods for defending herself or himself against knowledge. In the context of teacher education, I have often wondered whether the expectations and anticipations one brings to teacher education work as a defense against accepting ideas that insist upon the complexities and uncertainties of

Quick answer: use another browser!

(Search terms – unique phrase on previous page)

teaching and learning. Comments such as "It is nice in theory but not in the real world," or "I don't have the time to think slowly," or "I can't see how such an idea can be implemented" may well represent unfinished symptoms that defend against the more difficult question of what happens when our pedagogy is caught somewhere between ignorance and knowledge, between not knowing what to do but still having to act, and between not seeing and seeing too much.

Teacher educators are not immune from such defenses; they may regularly dismiss texts and ideas that seem abstract or too theoretical or controversial for their students. While such decisions may seem justified by pointing out the need for practicality, convenience, or adherence to

Done Internet 100%

Full-text collections (cost)

- Questia (sometimes free)
- eLibrary
- Ebrary

Trials

- Trial periods
  - How to test / compare / record
  - *Your* needs

Other useful databases include...

- Highwire Press
- Citeseer
- Information bridge
- New Zealand Digital Library
- Journal@rchive
- **ERIC**

Caveats

The online version is sometimes different to the print version
The online version may have more – or less – than the print version
The online version may be subject to change and manipulation
Retractions possible online – but not print!

Don’t stop thinking!

- Even with reliable authoritative sources, mis-information occurs (and knowledge changes!)
- History gets re-written

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Cloned human embryos are stem cell breakthrough

› 11:35 12 February 2004 by Sylvia Pagán Westphal

The paper discussed below was later found to have been based on fabricated data. Details of the official investigation into Woo Suk Hwang's research, delivered by a panel from Seoul National University, was released on 10 January 2006. Click here for the story.

Scientists have demonstrated for the first time that therapeutic cloning in humans can be achieved.

The researchers in South Korea created 30 cloned embryos that grew to about 100 cells in size - further than any verified experiment so far. This meant they were able to harvest embryonic stem cells from one of the embryos. They further showed that the ESCs could develop into a variety of

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Information literacy

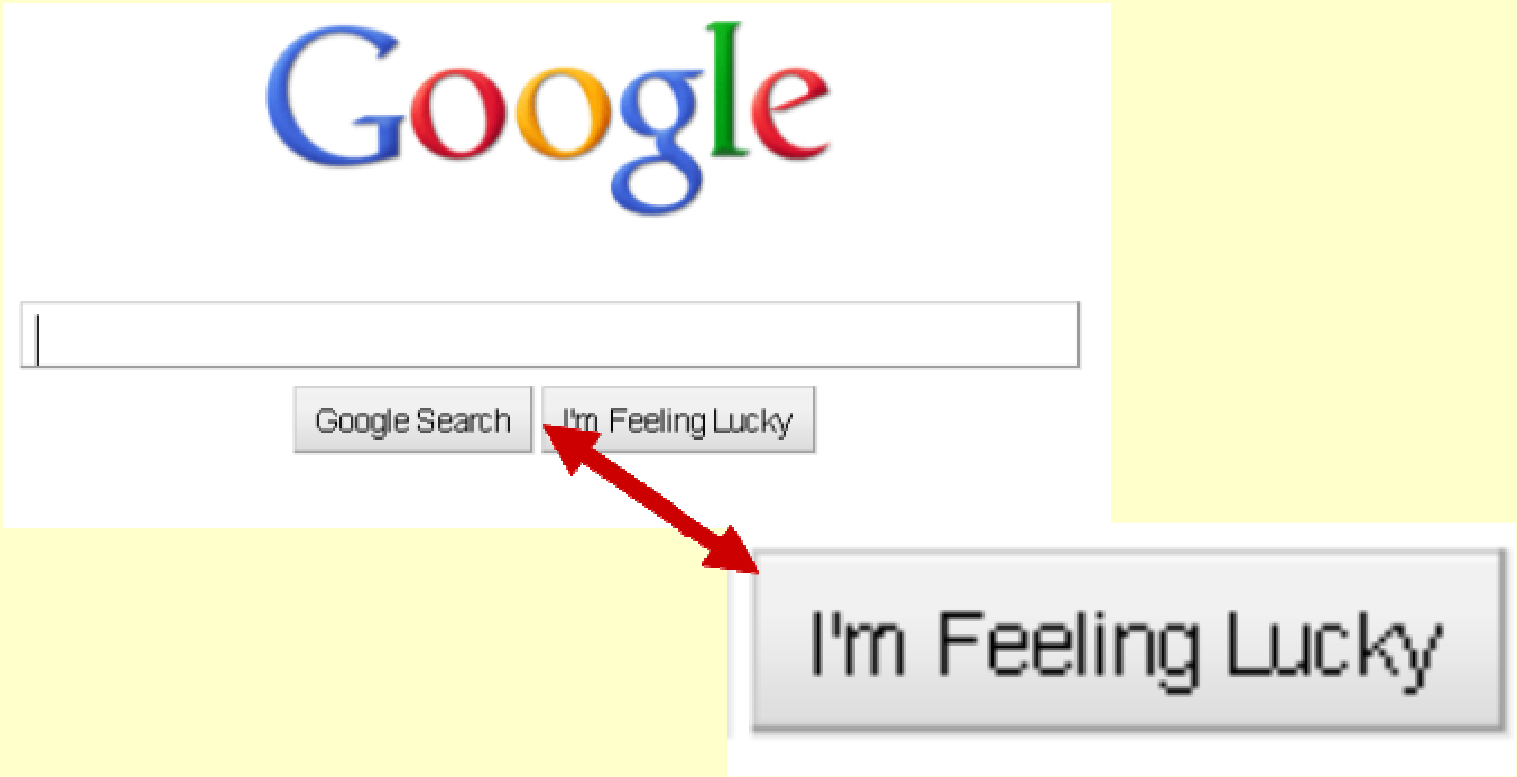
- How to get the kids using databases (and other tools) (rather than Google – hit – basta!!)
- Research is more than quick Q&A
- Lilla Sök..
- Source awareness / source critical
- IB examiner comments
- Teacher requirements

Teacher requirements

If students are able to find the answers without thinking, then we're asking the wrong questions.

Research is not…

- … a one step process



Better finds in better places.

Donald Rumsfeld

"I would not say that the future is necessarily less predictable than the past. I think the past was not predictable when it started."

Rumsfeldisms.
http://politicalhumor.about.com/cs/quotethis/a/rumsfeldquotes.htm

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