

MUSI 5113 Library Instruction

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OKLAHOMA STATE UNIVERSITY LIBRARIES
STILLWATER



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OpenOKState and Student Privacy

OpenOKState and the OSU Libraries Library Teaching and Learning (T&L) Team* strive to enable engaging learning experiences for students using a variety of digital resources**. When you—the student—use these resources, you're likely to produce some data, such as data about how you used the resources (e.g., what you clicked on) or the content you produced while using the resources (e.g., answering a question).

In line with our values and our beliefs about student data privacy, our T&L team has created and closely follows a set of guidelines, made up of 5 core principles, for any type of student data we might come in contact with.

We aim to be exceedingly transparent with you about your data.

On this page, you can learn about our team's values and beliefs regarding student data privacy as well as explore the 5 core principles of our Student Data Privacy Guidelines.

If you have any questions about these guidelines or about your data privacy, please don't hesitate to contact the Director of Library Teaching and Learning, Holly Reiter, at holly.reiter@okstate.edu.

*The data and Guidelines referenced on this page are unique to Library Teaching & Learning, and do not indicate guidelines for the Library or the University as a whole.

**For our purposes, digital learning objects include interactive tutorials, OStateTV or YouTube videos, the mobile Library Scavenger Hunt, visits to web pages that host these items, Pressbooks, and graduate student workshop registration.

Values and Beliefs

Values

Our Library Teaching and Learning team values:

- Prioritizing student needs and welfare
- Restoring and protecting equity and assisting students in doing the same
- Incorporating student voice and experiences and using it to shape our practice
- Providing “digital sanctuaries,” or digital environments that prioritize and promote student safety

Student Data Privacy Beliefs

As a Teaching and Learning team, we have foundational, ethical, scholarship-shaped beliefs about student data that have shaped our student data practice and guidelines.

We believe in prioritizing student data privacy to...

- Protect students
- Respect student autonomy
- Return power to students and establish equity
- Protect students’ intellectual freedom
- Build trust between students and Library Teaching and Learning
- Enable student data privacy literacy

Core Principles of Student Data Privacy

Responsibility

The Teaching and Learning team believes it's our ethical responsibility to protect your data privacy. Specifically, we uphold the responsibility to:

- Ensure any collected data is handled carefully, used effectively, and used only for the stated purpose.
- Prevent unauthorized disclosure, use, or collection of your data
- Follow specific steps in data collection, use, storage, and destruction.
- Carry a shared understanding of our role in your data privacy.

Transparency

T&L believes you shouldn't have to wonder what's happening with your data, so we strive to be as open and transparent with you as possible. For each digital learning object we use, we'll share the following:

- What we are and are not collecting
- Why we're collecting it
- How it's being collected
- How it's being used
- Who has access to the data

To keep you safe, we strive to store and process all data according

to best practices. We'll only collect the minimum amount of data necessary to achieve our stated objectives.

Privacy and Consent

T&L believes that privacy is your right. We strive to honor your privacy by never releasing any personally identifiable information unless it is to your instructor of record who is using the digital learning object within their class.

Occasionally, we may share aggregates of de-identified or anonymized data internally (e.g., with Library administrators) or externally (e.g., at Library or industry conferences). We do this to continuously improve effectiveness, evaluate the effectiveness of our teaching and learning program, or to help evolve and shape the practices of our profession. Aggregating the data means that the data is in summary form and no individual student can be identified.

Finally, we will never sell or otherwise commodify your data, and will always prioritize the use of vendors and resources that do the same.

Confidentiality and Security

T&L takes great strides to ensure that any and all data we collect is kept confidential and secure.

We use several vendors to help us create and host digital learning objects and collect analytics. Sometimes, these vendors have access to your personally identifiable information for operational purposes, so we intentionally investigate and select vendors that also prioritize confidentiality and security.

Access

Sometimes we do collect and store personally identifiable information so we can do things like retain records for your instructor of record or keep track of event registrations. In these cases, T&L believes you have the right to know what that data is, request corrections if you think it's incorrect, and request that it be deleted. Please note, we'll always make every effort to honor deletion requests, but sometimes we're required to retain records for various reasons. If that's the case, we'll be open about why we can't delete it now, and if and when it can be deleted.

Acknowledgements

Library Teaching and Learning would like to acknowledge several projects that helped inform our *Guidelines*. We extend our sincerest gratitude for the effort and dedication that individuals invested in these works.

- The Open University's Student Policies and Regulations: Ethical Use of Student Data for Learning Analytics
- The JISC Code of Practice for Learning Analytics
- National Information Standards Organization's (NISO) Consensus Principles on User's Digital Privacy in Library, Publisher, and Software-Provider Systems
- Stanford CAROL & Ithaka S+R Project of Responsible Use of Student Data in Higher Education
- UC Berkeley Research, Teaching, and Learning's Learning Data Principles
- University of Hawai'i at Mānoa's Resolution Supporting Learning Data Privacy Principles and Practices

Last updated 8/10/2021 by Kathy Essmiller.

PART I

GETTING STARTED

Welcome to the library lessons for MUSI 5113. There are a total of 3 sections in this book. Your instructor should tell you which of the lessons you need to complete.

This resource includes a worksheet. You may find this helpful to complete as you progress through each section, and submit to your instructor when you are finished. You may view the worksheet at [this link](#). Choose File-Copy, lol, or you'll be doing the assignment for everyone.

You can use the “Contents” menu to the left (or above if you are working on a mobile device) to navigate between each lesson and select the one(s) you have been assigned.

If you have questions or issues with accessing this content, please contact Kathy Essmiller at kathy.essmiller@okstate.edu.

Getting Started with Research

This part is designed to help you brainstorm search terms (or keywords) and develop search strategies to begin your research. It is a form of concept mapping – or mind mapping – which is a process for visualizing ideas and making connections between them.

We will use a modified process of concept mapping to focus on developing search strategies.

Make sure you have accessed and made a copy of the lesson worksheet to help guide your exploration. Instructions for the worksheet, along with an example, are provided below.

First, type your research question or thesis into the box at the top of the page.

Write your research question or thesis statement in the box below.

What is the effect of exercise on the mental health of college students?

Example research question or thesis statement.

Next, highlight or change the text color of the **most important** words or phrases in your question. Each should be only 1-2 words long. These are your **keywords**. Focus on the most unique words, and ignore common words like *the, on, effect, what, who*, etc. Try to identify at least 2-3 keywords for your question.

Write your research question or thesis statement in the box below.

What is the effect of **exercise** on the **mental health** of **college students**?

Highlighted most important words or phrases in the research question.

Now, type each **keyword** into a separate box.

Now, type each keyword into a separate box.

Exercise

Mental health

College students

Separating key words into boxes.

Finally, list alternative words or phrases for each keyword underneath it in the corresponding box. Think about direct synonyms (i.e., physical activity for exercise) and words that may make your search broader (i.e., psychology for mental health) or narrower (i.e., undergraduates for college students).

Now, type each keyword into a separate box.

Exercise

Physical activity

Sports

Fitness

Working out

Mental health

Mental wellness

Depression

Psychology

College students

Undergraduates

Young Adults

Alternative words or phrases for each keyword.

When you are finished with your concept map, move on to the next section.

Finding Sources in the Library

Library Search

If you are unfamiliar with using the library to search for sources, watch the following video to learn some basics about our main search system.



Video: *Library Search Basics*

In addition to doing general keyword searches like the video above describes, you can also use library search to search for an entire newspaper or magazine, or for specific article that you know the title of.

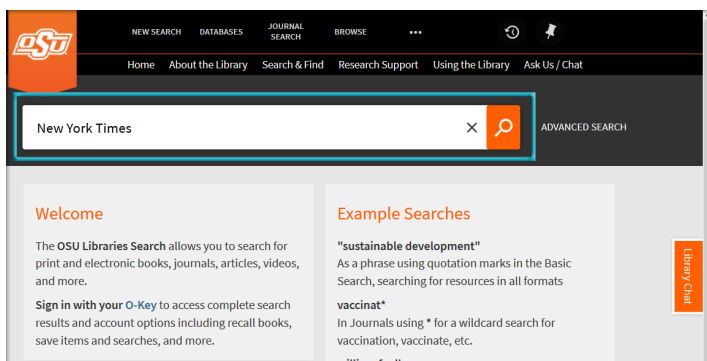
Searching for an Entire Publication

Do this when you want to see an entire issue of a newspaper, magazine, or journal, or if you want to search within a specific publication for your terms.

Why is this useful? Maybe you want to look for every article the *New York Times* published about Hurricane Katrina in September 2005.

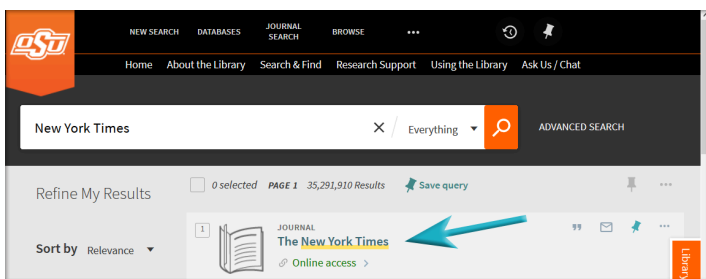
Follow these steps to search for an entire publication. Note: You will need to log into the Library.

1. Type the name of the publication in the search box and search.



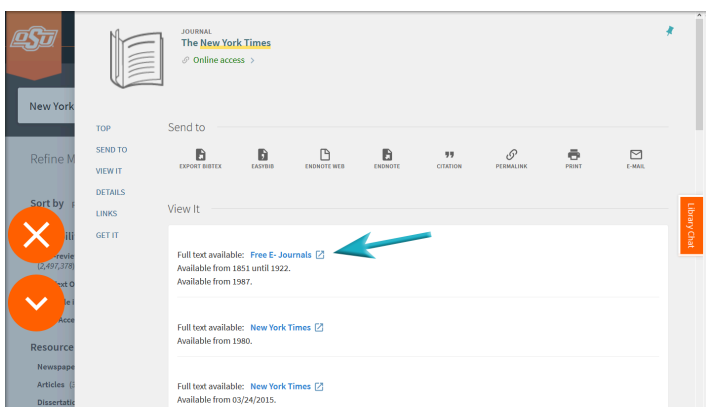
Searching for a publication in library search

2. Click on the title to open a window with more details.



Returned results

3. Follow the link next to “full text available” to access the publication in the database.



Window with more details about the resource

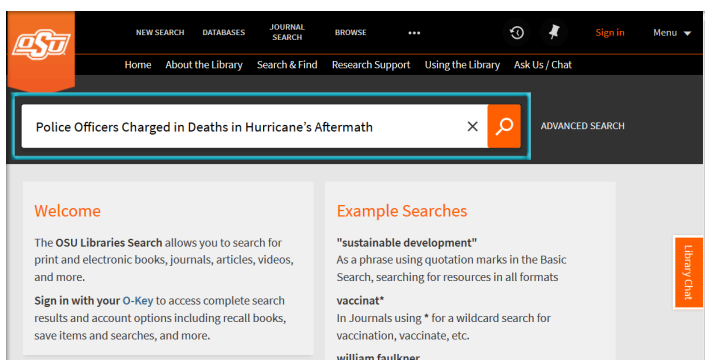
Once you are in the database, look for a search box that says, “Search within this publication” or “Search within journal.” Enter your search terms in that box to search for any article that contains those words.

Finding an Article by Title

It is possible that during your research, you came across an article that you wanted to view, but couldn't access. Imagine you found an article on the *LA Times* website but can't access it because you are not a subscriber. The library has probably already paid for access, but you have to go through the library's website to get there.

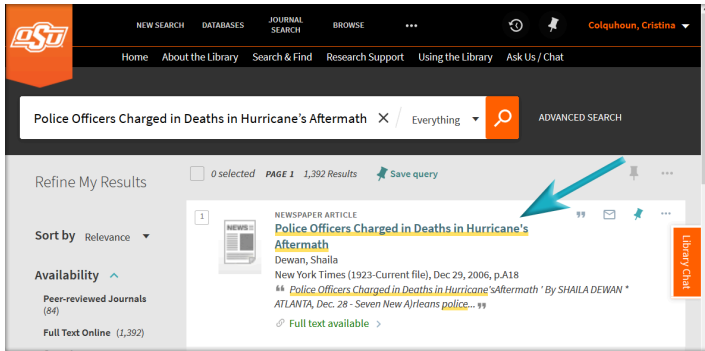
Follow these steps to search for an article you know the title of:

1. Type the title (at least the first 4-5 words) into the search box, as demonstrated in the example below.



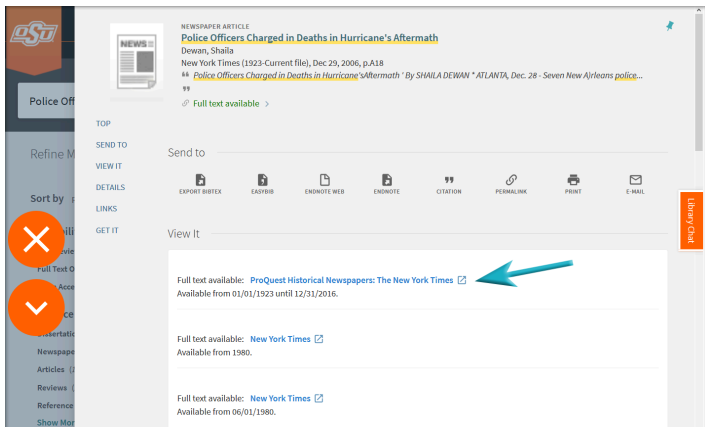
Searching for a title in BOSS

2. Click on the article title to open a window with more details.



Returned results

- Look for the “full text available” link to a databases, and follow it. This should take you directly to the article in one of the library's databases.



Window with more details about the article

Search Strategies

We're ready to start searching . Before we begin, let's take a second to go over some quick search tips for using library databases.

Tip #1: Keep your search terms short and concise. Databases do not like long phrases or whole questions. Choose the most important words or phrases in your research question and eliminate common words like: *who, how, the, effect, on, etc.*

Tip #2: Combine multiple search terms using AND.

Examples:

- exercise AND mental health
- college students AND exercise
- exercise AND mental health AND college students

Tip #3: Use quotation marks for exact phrases

Examples:

- exercise AND "mental health"
- "college students" AND exercise
- exercise AND "mental health" AND "college students"

*Note that we're only using quotations for keywords that are more than one word long. If you keyword is only one word (like exercise), then you do not need quotation marks.

Watch the video below to learn how to effectively use the Library Search System to find resources for your project.



Video: Library Search Basics

You're almost ready to start searching! Refer back to your concept map from **Part I** for potential search terms. On your worksheet, write down some ideas for combinations of search terms, following the examples above.

Access the Library Search System by visiting the library homepage: library.okstate.edu

When you're ready to start researching, use the keywords and search combinations you identified earlier. Pay attention to the filters and tools built into the database to help you refine your search. Refer back to the video above for assistance as needed. As you search, fill in details about your process on your worksheet.

Finally, find at least one good, relevant source, and record the citation on your worksheet.

PART II

SCHOLARLY ARTICLES

Why Scholarly Articles?

There are many reasons one might read research. Here are a few of the most common reasons:

- To keep up with progress in a particular field
- To find a solution for a specific problem
- To get an idea for carrying out a new research project
- To read an article assigned by an instructor

Answer the question in “Part 1: Why Scholarly Articles?” of your worksheet.

Parts of a Scholarly Article

Academic or scholarly articles tend to have a formal structure. While disciplines might vary the headings or structure, and journals may have different layouts, most articles will contain sections that serve a particular purpose. Below is a shortened version of a real scholarly article adapted to identify the parts of an article.

Let's look at some of the most useful parts by using this sample article below. Click each of the plus signs below to learn more.



An interactive H5P element has been excluded from this version of the text. You can view it online here:

<https://open.library.okstate.edu/musi/?p=33#h5p-1>

Click here for a PDF listing the definitions of the parts of a scholarly article.

Note: The original of the example article above is open access and can be read online.




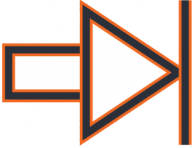
Once you have explored the different parts of scholarly articles, answer the questions in “Part 2: Parts of a Scholarly Article” of your worksheet.

Reading a Scholarly Article

Unlike reading novels, scholarly articles do not need to be read from start to finish, in order. There's another, more efficient way to approach reading articles. The chart below provides a suggested reading order and questions you should ask yourself about each section.





Read These First

These four give you a high-level view of the article.

			
ARTICLE TITLE	ABSTRACT	INTRODUCTION	CONCLUSION
Keywords	Summary	Hypothesis & conceptual framework	Results & suggested research
Ask yourself: Does the article entice me to read further?	Ask yourself: Can I determine if it is worth reading more of the article?	Ask yourself: Why is the research important?	Ask yourself: Are the conclusions logically supported by the results?

Then, Dive for Details

These next four give you the particulars of the article.

			
DISCUSSION	RESULTS	METHODS	REFERENCES
Supported or failed hypothesis & limitations	Describe participants and tables & figures	Scientific procedures identified & explained	Influencing, supporting, or conflicting work
Ask yourself: Is the <i>meaning</i> of the results discussed?	Ask yourself: Are important results connected explicitly to the hypothesis?	Ask yourself: Are methods thoroughly explained? Are methods presented in chronological order?	Ask yourself: Are references current and comprehensive? Do I need any of these in my study?

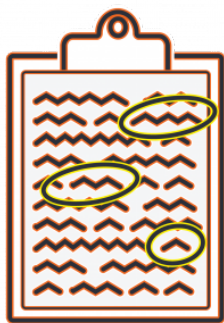
When you are ready, answer the questions in “Part 3: Reading a Scholarly Article” of your worksheet.

Finding Additional Research

Once you had read and pulled out important information from at least one article, you can use what you learned to find additional information. Below are some ways you can use the article(s) you already have to locate even more sources.

References

Look at the article's list of references. These are going to be other articles, books, and websites that the authors used to inform their own research. You may find several that look useful for your topic, too. Pay attention to the authors in the citations, too. If you see an author listed on more than one source, you may have just found a lead expert in that field.



Key Ideas and Terms

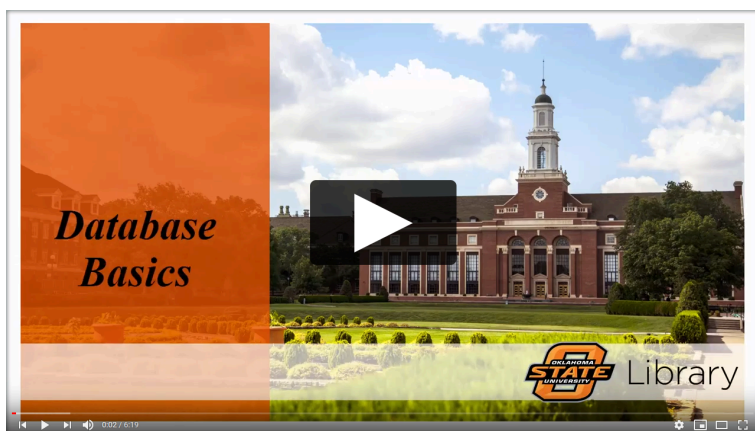
Look for main idea, important terms, and key words that show up in the Introduction, Literature Review, and Conclusion sections. These could be search terms you can use to search for more articles.

What should you do once you find that information? Head over to

the library website and access a database to search for articles, books, and more.

Tips

- If you found the title of an article you want to access, you can copy and paste that title into the Library Search System (or BOSS) to see if we have it available. You can use Google Scholar for this, too.
- Choose a database from our list of Databases by Subject to find one that specializes in articles for the area you are researching. Use the key ideas and terms you identified in your other sources as search terms.
- Watch the tutorial below to learn more skills for searching in library databases.



Video: Database Basics

When you are ready, answer the questions in “Part 4: Finding Additional Research” of your worksheet.