Information and Literature Searching for MPhil/PhD Students

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# Welcome

## Course description

This course focuses on the centrality of the literature review in the dissertation/thesis and aims to develop the information and digital literacy skills of students.

## Learning outcomes

The course should develop your capacity to:

* adopt effective information/literature searching strategies by using a range of search interfaces to find resources through library catalogues, indexing and abstracting services, web portals and general internet search engines;
* discover and evaluate critically a wide range of literature, in all formats, that are relevant for your research;
* use emerging technologies relevant to the research process, including reference management software to help you organise and manage the referencing and citing process and;
* evaluate opportunities for the use of the social web in order to establish your digital presence as a researcher;

You will learn how to construct searches and develop search strategies in order to find and access relevant information resources in all formats. You will be introduced to new technologies that allow you to organise and manage your references and to critically evaluate this information. You will be encouraged to consider primary sources and to familiarise yourself with resources in other libraries. Additionally, you will use new technologies to organise and manage your research findings, and to keep current. The appropriate use of social media and the use of emerging technologies will also be covered.

## The IOE Library's 'Information and Literature Searching Course' for PG Students



## Researchers of Tomorrow: a longitudinal study of the information-seeking behaviours of PhD students

The learning outcomes for the Information and Literature searching course are underpinned by the findings from the three-year Researchers of Tomorrow (2012) study conducted by the British Library (with JISC). The study involved 17,000 doctoral students from 70 universities at various stages of their PhDs. The study found that:

1. Doctoral students are increasingly reliant on secondary research resources (e.g. journal articles, books), moving away from primary materials (eg primary archival material and large datasets).
2. Access to relevant resources is a major constraint for doctoral students’ progress. Authentication access and licence limitations to subscription-based resources, such as e-journals, are particularly problematic.
3. Open access and copyright appear to be a source of confusion for Generation Y doctoral students, rather than encouraging innovation and collaborative research.
4. This generation of doctoral students operate in an environment where their research behaviour does not use the full potential of innovative technology.
5. Doctoral students are insufficiently trained or informed to be able to fully embrace the latest opportunities in the digital information environment.

The findings raise important questions about researcher development and the training provided in research intensive organisations. The Information and Literature searching course addresses these questions.

## Testimonies from past students

The feedback on the course has thus far been positive.  Video feedback is available [here.](https://www.youtube.com/results?search_query=nazlin+bhimani+feedback) Some comments received include the following:

### Summer 2018 Online Course

* *"The focuses of this module were exactly the skills and knowledge that I need to research and write my PhD thesis and to succeed professionally. My only criticism is that this course is not the first course students study when they begin their PhD. It should be. Teachers running the research methods, and approaches to educational research modules could learn how to better run an online course from Nazlin."*
* *"This is a very useful course for students and one of the best in the courses I have taken at UCL. Hats off to Nazlin for a superb job. As an online student,  I benefited from taking this course and endorse other students in saying that we need more of this in our roster of courses."*
* *"This module has help me to create a frame to organise my work. The basis created to develop a strong lit review is there and probably it will grow stronger as I start applying all the knowledge acquired."*

### Autumn 2017 Face-to-Face Course

* *"This is a well-structured course."*
* *"The strong focus on literature search using a scholarly approach was a great strength."*
* *"The course exceeded my expectations. So many areas were covered and this has given me a good platform to start my PhD journey. Thank you."*
* *"This module is very useful and especially as one is starting with a PhD."*

# About

## Introduction

Nazlin Bhimani, the tutor, introduces the 'InfoLit' course:

In my role as Research Support and Special Collections Librarian I deliver the intensive “Information and Literature Searching” module for the Centre for Doctoral Education (CDE) at the UCL Institute of Education.  The students registered with the CDE undertake research degrees leading to an MPhil/PhD, an EdD, DEdPsy or an MRES.

It is recommended that students take the course in their first year.  The full course is offered for three hours/week over a four-week period onsite and as a six-week online module. Students on the EdD and DPsych programmes get some elements of this course on their programmes.

Students are expected practice what is taught in-between sessions so that they can share their experiences with others in class. They are also expected to read articles on the research process and the literature review.

The course is underpinned by the findings from various user behaviour studies, including the [User Behaviour in Resource Discovery](http://www.webarchive.org.uk/wayback/archive/20140614205925/http%3A/www.jisc.ac.uk/publications/programmerelated/2010/ubirdfinalreport.aspx) (2010), the [Researchers of Tomorrow](http://www.webarchive.org.uk/wayback/archive/20140614040703/http%3A/www.jisc.ac.uk/publications/reports/2012/researchers-of-tomorrow.aspx) (2012), a three-year study  involving doctoral students which looked at their research behaviour, and the [Digital Literacies as a Postgraduate Attribute](http://www.webarchive.org.uk/wayback/archive/20140614080103/http%3A/www.jisc.ac.uk/whatwedo/programmes/elearning/developingdigitalliteracies/DigLitPGAttribute.aspx) study (2013).  Concerns raised in the studies are addressed in the course content. Specifically, the learning outcomes ensure that students do not rely heavily on secondary research resources but investigate historical materials, including datasets; students become conversant with physical and digital access to resources including the importance of widening their searches to include content from other libraries; students learn to develop strategies for evaluating information including understanding how information is curated, how it can be appraised for relevance, bias, authenticity and currency and how intellectual property rights, including copyright can affect their use of information. In addition, students learn how to make full use of emerging technologies including social media, to manage information and time and establish their digital identities. These skills, commonly referred to as ‘Information literacy’ skills, include ‘digital literacy’ skills which are required for further research in the workplace and for lifelong learning.

## https://libapps-eu.s3.amazonaws.com/accounts/1878/images/Image_2.jpgCentrality of the Literature Review

The first session is spent finding out about the students’ research areas and their expectations of the course.  After a short presentation defining the literature review and the centrality of the review in the PhD, the research process is introduced by showing how a research question can be deconstructed into key concepts and keywords. In this context, students are introduced to the work of [Raymond Williams](http://uk.sagepub.com/sites/default/files/upm-binaries/9573_019598ch01.pdf) on etymological research and shown examples of how meanings of words change over time. This is the beginning of looking at the language used in research outputs critically.    Students are then introduced to the concept of Boolean logic so that they may begin to think about how they can construct a search.  In order to practice this, they are asked to work in groups on a sample thesis title and asked to identify the key concepts and the associated keywords.  They are encouraged to use dictionaries and encyclopaedias to help them with this exercise. They are then asked to use Boolean logic to combine keywords and consider what phrases they may use and/or for a search.  The exercise allows them to develop strategies for their searching and to consider the importance of constructing searchable and findable thesis titles in order for their work to be cited.  Each group then presents their findings which allows for a class discussion.

For homework, students are asked to read the article by [P. Beile and D. Boote](http://edr.sagepub.com/content/34/6/3.abstract) (2005) on the centrality of the literature review and a critique of it by [J. Maxwell](http://letr.org.uk/references/storage/CMETNM9I/Maxwell%20-%202006%20-%20Literature%20Reviews%20of%2C%20and%20for%2C%20Educational%20Resear.pdf) (2006). The article is used because as it provides criteria for a literature review and Maxwell’s critique adds relevancy and provides an element of criticality. Students are asked find a thesis on their research area using the open access thesis repositories ([EThOS and DART-European E-Theses Portal](http://libguides.ioe.ac.uk/thesesdissertations)) and to evaluate the literature review in the thesis against the criteria given in the [Beile and Boote](http://edr.sagepub.com/content/34/6/3.abstract) article. They are also asked to use Boolean logic to break down their research question into concepts and keywords and to create mind map.  These are sent to me to comment on before the next session so that I can get an understanding of their research areas in order to recommend relevant resources.

## Searching & Historical Inquiry

The second workshop begins with a discussion of the two articles and how students applied the criteria suggested by [Beile and Boote](http://edr.sagepub.com/content/34/6/3.abstract) and [Maxwell](http://letr.org.uk/references/storage/CMETNM9I/Maxwell%20-%202006%20-%20Literature%20Reviews%20of%2C%20and%20for%2C%20Educational%20Resear.pdf) to their sample thesis. The students then present their concept maps to their peers in groups.  Each map is different and this allows students to gain an understanding on how they can further develop their maps based on their group’s feedback. Students also begin to see how their maps will help them organise their literature reviews and how a more detailed version of the map can be used for the CDE poster conference held in the summer term when students explain their research to others.

Demos enable students to see how they can use their concepts and keywords to search for literature. They practice how to formulate searches online and how to combine search terms using Boolean operators, truncation and how to search for phrases.  The concept of curation is introduced through different databases.  Given the hundreds of databases, different types of search engines and subject portals, it is important students understand which of these databases are most relevant and also to understand their search results.  Emphasis is placed on investing time at an early stage to learn about the scope, coverage and bias of each database so that they can see better understand the results.

Finally, students learn to evaluate search results as they consider author expertise, evidence used, journal bias, funder bias, audience, currency and relevancy.  The ‘importance of reading into the results’ and seeing research trends is emphasised as is the importance of having enough background knowledge, including social and political context, to do this – see image 3.  They learn that the research process is iterative and background reading will generate further questions that they will need to research again. Students also find out about different types of resources e.g. grey literature, conference and working papers, reports, peer-reviewed journal articles, open access content etc.  For homework, students are asked to review an article using criteria introduced in class and are asked to read [Freathy and Parker’s 2010 article](https://ore.exeter.ac.uk/repository/handle/10036/4507) on the necessity of historical inquiry in educational research.

In the second half of the session, students asked to share their evaluation of an article in groups.  We then discuss [Freathy and Parker’s](https://ore.exeter.ac.uk/repository/handle/10036/4507) article and its relevance to educational research.  Generally the conclusion reached is that grounding educational research in historiographical literature enables the utilisation of a wider range of original primary sources. It also raises additional questions that cultivate an appreciation of complexity of a multidisciplinary subject and more specifically, the cyclical nature of educational policy.  Bearing this in mind, we continue to look at more databases, particularly those related to their subject areas in the social sciences, e.g. psychology, linguistics, history, social care, law etc. and resources at other libraries and archives including Senate House and the British Library. Students are asked to consider what primary sources they will be consulting for their research and to discover ‘local’ collections and ‘grey’ literature or resources that are generated by organisations outside of academia.

## https://libapps-eu.s3.amazonaws.com/accounts/1878/images/Image_5.jpgImpact: Bibliometrics & Altmetrics

In the third workshop students are introduced to the concept of impact through[bibliometrics or citation measures](http://libguides.ioe.ac.uk/impact).  This takes the concept of information evaluation further and the class is encouraged to take part in discussions about citation measures for open access content, online content and the problem of measuring impact through citation counts for the different disciplines.

Students are asked compare citations counts on the Web of Science and Google Scholar to kick off this discussion.  They are cautioned against downloading content automatically and encouraged to evaluate the content using impact as a measure. This helps them to focus and prioritise their time on the key readings from the outset.takes it further by looking at the alternative metrics or [‘altmetrics’](http://libguides.ioe.ac.uk/content.php?pid=278510&sid=3056321) that can be used to gage impact on the social web.  Students download the altmetrics ‘bookmarklet’ which allows them to get the altmetrics for the articles they have found thus far.

## New Technologies

In the last session, students are introduced to [RSS](http://libguides.ioe.ac.uk/rss) next so that they can learn to keep up with publications in their area.  We end the session with a review of what the key concepts introduced on the course and students are asked to provide feedback. Students are also encouraged to start using bibliographic management software such as [EndNote](http://libguides.ioe.ac.uk/endnote), [Mendeley](http://libguides.ioe.ac.uk/mendeley) or [Zotero](http://libguides.ioe.ac.uk/zotero).

Having look at [existing data](http://libguides.ioe.ac.uk/researchdata), students are then asked to consider how they would manage their own research data using a draft research data management plan (RDM). This allows them to consider both the safety and [ethics](http://libguides.ioe.ac.uk/c.php?g=482457&p=3298660#s-lg-box-wrapper-12011086) of storing confidential information.

Finally, an adapted version of the [Snakes and Ladders](http://www.open.ac.uk/blogs/per/?p=5265) board game for social media allows group work again and enables students to discuss the benefits of using social media as researchers. Students are shown how they can use [Twitter for research](http://libguides.ioe.ac.uk/twitter) and engage with other PhD students via [#phdchat](https://twitter.com/hashtag/phdchat?src=hash) and other [social media tools](http://libguides.ioe.ac.uk/digitalresearcher), including blogs. Students are encouraged to blog so that they can use their blogs as a vehicle for reflection and so that they can write about their PhD journeys and their research areas.  This allows them to establish their professional presence online.  The benefits of sharing their bibliographies on platforms such as [Mendele](http://libguides.ioe.ac.uk/mendeley)y and [Zotero](http://libguides.ioe.ac.uk/zotero) are also encouraged as a way into networking and perhaps later collaborating with other researchers.

# Course Structure

The course is divided into five sessions. The first session is labelled '0' as this is when the induction to the library should take place. If the course is scheduled for later in the term, the induction should include content that will help the students to get started on searching, finding and accessing information resources and an introduction to the collections, services and facilities, as well as who is who and how to access help onsite and online.

The sessions can be covered over five weeks or eight weeks. In the latter, all sessions are allocated two weeks each.  The five-week programme is usually run for full-time students who are on site; part-timers are catered for by providing the course in the evenings.  The eight-week programme has been tested with part-time, online students.  The time allocations are guidelines and can be changed depending on group and prior experience of students. Students who have been out of formal education for a while and part-time students usually require more time to finish the readings and the tasks.

**Session 0**

* Introductions and the plan for the induction session
* Introduction to the Institute's Library, it's history, resources including key collections and services.

**Session 1**

* Review and questions
* The (Re)Search Process
* Searching the Library Catalogue
* Finding Theses and Dissertations

**Session 2**

* Review and questions from the previous sessions
* Subject specific databases:  BEI, ERIC, UCL Discovery, DERA etc.
* Multidisciplinary databases for the social sciences:  ASSIA, IBSS, SCOPUS, WoS etc
* Historical Resources

**Session 3**

* Review and questions from the previous sessions
* Information evaluation
* Bibliometrics and Citation Searching
* Using Other Libraries

**Session 4**

* Review and questions from the previous sessions
* Managing information:  Using new technologies (RSS and bibliographic management software) and other tools
* Research Data Management & Open Access
* Social Media
* Summary roundup and questions
* Course feedback

# Core IOE LibGuides

A number of LibGuides scaffold the learning on this course.  To begin with, use the [Getting Started](http://libguides.ioe.ac.uk/gettingstarted) guide to familiarise yourself with the collections, services and facilities at the IOE Library.  Then use the core guides to learn some basic ways to search, find, access, evaluate and reference information:

* [**S**earching](http://libguides.ioe.ac.uk/searching)
* [**A**ccessing](http://libguides.ioe.ac.uk/accessing)
* [**F**inding](http://libguides.ioe.ac.uk/finding)
* [**E**valuating](http://libguides.ioe.ac.uk/evaluating)
* [**R**eferencing](http://libguides.ioe.ac.uk/referencing)

And the following specific guides that for the main topics discussed:

**Referencing Styles:**

* [APA](https://libguides.ioe.ac.uk/%3D)
* [Harvard](https://libguides.ioe.ac.uk/%3D)

**Bibliographic Management Software:**

* [EndNote](http://libguides.ioe.ac.uk/endnote)
* [Mendeley](http://libguides.ioe.ac.uk/mendeley)
* [Zotero](http://libguides.ioe.ac.uk/zotero)

**Other useful guides include:**

* [Researching](http://libguides.ioe.ac.uk/researching)
* [​](http://libguides.ioe.ac.uk/mendeley)[Theses and Dissertations](http://libguides.ioe.ac.uk/thesesdissertations)
* [Sources for Historical Inquiry](http://libguides.ioe.ac.uk/historysources)
* [Bibliometrics and Citation Searching](http://libguides.ioe.ac.uk/citations)
* [Research Data](http://libguides.ioe.ac.uk/researchdata)
* [RSS: Keeping Current](http://libguides.ioe.ac.uk/rss)
* [Social Media for Researchers](http://libguides.ioe.ac.uk/socialmedia)
* [Twitter](http://libguides.ioe.ac.uk/twitter)
* [Digital Researcher](http://libguides.ioe.ac.uk/digitalresearcher)
* [Copyright including Intellectual Property Rights](http://libguides.ioe.ac.uk/copyright)
* [Using Other Libraries](http://libguides.ioe.ac.uk/otherlibraries)
* [Recommending a Resource](http://libguides.ioe.ac.uk/forms/recommendation)
* [Scholarly Communication](http://libguides.ioe.ac.uk/scholarlycomms)

# Course Readings (Weeks 1-4)

## About

The following lists the readings for weeks 1 to 4. See week 0 for readings prior to the course.

## Readings for Week 1

* [Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. Educational Researcher, 34, 3–15.](https://www.jstor.org/stable/3699805)

Boote and Beile's criteria for the literature review can be used as a starting point evaluate an existing literature review. This gives the students an idea of what is expected of her/him.

* [Hart, C. (1998). Reviewing the Research Imagination. In Doing a Literature Review: Releasing the Social Science Research Imagination (pp. 26–43). London: Sage.](https://moodle-1819.ucl.ac.uk/pluginfile.php/666204/mod_resource/content/1/Hart%20and%20the%20Literature%20Review.pdf)

Chris Hart's book is a must read as it provides useful information on how to do a literature review. However, the chapter on 'releasing the research imagination' is particularly important as Hart discusses the importance of understanding context which can lead to making imaginative leaps into other disciplines.

* [Mapping your literatures](https://patthomson.net/2016/04/04/mapping-your-literatures/)

Just like a map of the physical environment, a map of the literatures highlights prominent features, shows how key points are connected or disconnected and establishes different aspects of what you have seen/read. A literatures map is a way of designing and framing your re-presentation of the reading you have done.

* [Randolph, J. (2009). A Guide to Writing the Dissertation Literature Review. Practical Assessment, Research & Evaluation, 14, 1–13.](https://pareonline.net/pdf/v14n13.pdf)

Randolph also provides a framework for self-evaluating a literature review. Of relevance is the list of common mistakes most frequently made by researches. Students are advised to read this and the Boote and Beile article.

## Readings for Week 2

* [Freathy, R., & Parker, S. (2010). The Necessity of Historical Inquiry in Educational Research: The Case of Religious Education. British Journal of Religious Education, 32, 229–243.](https://www.tandfonline.com/doi/abs/10.1080/01416200.2010.498612)

This is a case study which highlights the importance of historical inquiry as a method which can, as the authors state, 'add depth and range to our understanding of education... and can illuminate important longer‐term, broader and philosophical issues'.

* [Kuper, A., Whitehead, C., & Hodges, B. D. (2013). Looking Back to Move Forward: Using History, Discourse and Text in Medical Education Research: Amee Guide No. 73. Medical Teacher, 35, e849–e860.](https://www.tandfonline.com/doi/abs/10.3109/0142159X.2012.748887)

This article highlights how historical, discourse and text analysis approaches that can help researchers and educators question the inevitability of things that are currently seen as ‘natural’. The article is offered both to emphasize the importance of historical inquiry but also to develop criticality.

* [Williams, R. (1985). Keywords: A Vocabulary of Culture and Society (Rev. ed). New York: Oxford University Press.](https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21161791050004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US)

'Keywords' is a book by the Welsh Marxist academic Raymond Williams. It examines the history of more than a hundred words that are familiar and yet confusing and provides. Students are asked to consider the etymology of their key words in the same style as Williams.

## Readings for Week 3

* [Collini, S. (2018, November 8). Kept Alive for Thirty Days. London Review of Books, 40(28), 35–38.](https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS51247299400004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&tab=local&lang=en_US)

Collini manages to take the mystery out of metrics and, to a large extent, our almost ridiculous reliance on metrics. He does this by using some humorous day-to-day examples.

* [Giustini, D., & Kamel Boulos, M. N. (2013). Google Scholar Is Not Enough to Be Used Alone for Systematic Reviews. Online Journal of Public Health Informatics, 5.](https://doi.org/10.5210/ojphi.v5i2.4623)

Google Scholar (GS) has been noted for its ability to search broadly for important references in the literature. However, is it appropriate for a systematic review or should students be using databases to ensure a more thorough search?

* [Hicks, D., & Wouters, P. (2015). The Leiden Manifesto for Research Metrics. Nature, 520, 430–1.](https://www.nature.com/polopoly_fs/1.17351%21/menu/main/topColumns/topLeftColumn/pdf/520429a.pdf?origin=ppub)

Evaluating research is essential to gauge impact and one way to do this is look at the number of citations for a journal article or author. However, citation metrics have been misused in the past and one way to counter this is through the responsible use of metrics. The Lieden Manifesto provides a comprehensive approach towards an improved assessment of research and proposes guidelines on best practice in the use of metrics in research evaluation.

* [Rekdal, O. B. (2014). Academic urban legends. Social Studies of Science, 44, 638–654.](http://journals.sagepub.com/doi/abs/10.1177/0306312714535679)

This article highlights the importance not taking for granted the information that is presented in journal articles. The importance of checking and evaluating content, even by experts, is something that a researcher needs to do as part of the workflow. This is because, as Rekdal states, 'authors have lazily, sloppily, or fraudulently employed sources, and peer reviewers and editors have not discovered these weaknesses in the manuscripts during evaluation'.

## Readings for Week 4

* [Akers, K. (2013, December 12). Data Journals: Incentivizing Research Data Dissemination [Organisation]. Retrieved from https://connect.clir.org/blogs/katherine-akers/2013/12/12/data-journals-incentivizing-research-data-dissemination](https://connect.clir.org/blogs/katherine-akers/2013/12/12/data-journals-incentivizing-research-data-dissemination)

Just as you can publish your literature review as a stand-alone journal article, you can also publish an article describing your data. Data papers in data journals are a new type of publication which enable researchers to describe their data, discuss the methodology used and the research questions that remain to be answered. Data papers help to increase the number of citations to research projects and allow for collaboration with other researches.

* [Minocha, S., & Petre, M. (2012). Handbook of Social Media for Researchers and Supervisors. London: Vitae Innovate and Open University. Retrieved from https://www.vitae.ac.uk/vitae-publications/reports/innovate-open-university-social-media-handbook-vitae-2](https://www.vitae.ac.uk/vitae-publications/reports/innovate-open-university-social-media-handbook-vitae-2012.pdf)

If used correctly, social media can help disseminate research more widely and to different audiences. It can also help establish your credibility as a researcher. The Handbook offers tips on how to use social media effectively through the use of case studies.

* [Pacher, A. (2018, October 4). Addressing the Unharmonised Metadata of RSS Feeds Would Support Research Discovery and Speed up Science. LSE Impact Blog.](http://bit.ly/2zGPSUP)

RSS feeds allow academics and others to keep track of the latest papers to publish in a chosen selection of research journals. They are machine-readable and aggregable, thus presenting a potentially simple solution for promoting content awareness on a large scale. However, there are problems which continue to the potential of RSS for research discovery.

# Week 0

## IOE LibGuides & LibAnswers

* [IOE LibGuides](http://libguides.ioe.ac.uk)
* [IOE LibAnswers](http://libanswers.ioe.ac.uk)

## Quick Links

* [UCL Explore](http://www.ucl.ac.uk/library/explore)
* [IOE Archives Catalogue](http://archive.ioe.ac.uk/DServe/DServe.exe?dsqApp=Archive&dsqCmd=Index.tcl)
* [Databases](https://library-guides.ucl.ac.uk/az.php)
* [DERA](http://dera.ioe.ac.uk/)
* [eJournals](https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/jsearch?vid=UCL_VU2&lang=en_US)
* [UCL Discovery](http://discovery.ucl.ac.uk/)
* [Moodle](https://moodle-1819.ucl.ac.uk/)
* [IOE Group Study Rooms](http://libcal.ioe.ac.uk/booking/gsr)
* [Newsam News: IOE Library's blog](Newsam%20News%3A%20%20IOE%20Library%27s%20blog)

## Readings for Week 0

* [Researchers of Tomorrow (2012)](https://www.webarchive.org.uk/wayback/archive/20140614040703/http%3A/www.jisc.ac.uk/publications/reports/2012/researchers-of-tomorrow.aspx#menu)

It is useful for students to read the executive summary of the report on the information-seeking behaviours of PhD students so that they can understand the logic behind the course content.

* [Radford, G. P., Radford, M. L., & Lingel, J. (2015). The Library as Heterotopia: Michel Foucault and the Experience of Library Space. Journal of Documentation, 71(4), 733–751.](https://www.emeraldinsight.com/doi/full/10.1108/JD-01-2014-0006)

This is a useful 'ice-breaker' of an article as it allows students to talk about library anxiety, their experiences of using libraries and serendipity.

## Task 1

1. Build your profile on Moodle and introduce yourself to others on this course.
2. Next share your expectations for this course.
3. Finally, if you are anxious about using the physical or online library, don't worry. You're not the only one! Library anxiety is a real phenomenon. Some of the reasons given for this anxiety have to do with feeling uncomfortable in the space, the lack of knowledge about how to use the catalogue or find the resources and the lack of confidence in asking librarians for help (Mellon, 1986, pp. 162-3).  Another study has linked perfectionism to library anxiety among graduates (Jiao & Onwuegbuzie, 1998).

Read the article "The Library as Heterotopia: Michel Foucault and the Experiences of Library Space" in the [*Journal of Documentation*](https://www.emeraldinsight.com/doi/abs/10.1108/JD-01-2014-0006), 71(4), 733-51 and share your thoughts on library anxiety with your colleagues.

See also:

* Jiao, Q. C. & Onwuegbuzie, A. J. (1998). Perfectionism and Library Anxiety Among Graduate Students. [*The Journal of Academic Librarianship*](https://www.emeraldinsight.com/doi/pdfplus/10.1108/00242539910283732)*,* 24(5), 365-371.
* Mellon, C.A. (1986). Library anxiety: a grounded theory and its development. [*College and Research Libraries*](http://crl.acrl.org/index.php/crl/article/viewFile/14195/15641), 47,160-165.

## Task 2

1. Familiarise yourself with the [IOE LibGuides](https://libguides.ioe.ac.uk) and [LibAnswers](https://libanswers.ioe.ac.uk) which have been created by expert librarians working at the IOE Library.
* Do you know that you can navigate through the site using the breadcrumb trail at the top of the page?
* Did you know you can search for guides using the search box on the LH-corner?
1. Provide feedback on the LibGuides and LibAnswers explaining how you found your way around the sites and which of the guides/answers you found most useful. The library team are always keen to hear from you on the online support offered to learners.

# Week 1

## Readings for Week 1

* [Boote, D. N., & Beile, P. (2005). Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation. Educational Researcher, 34, 3–15.](https://www.jstor.org/stable/3699805)

Boote and Beile's criteria for the literature review can be used as a starting point evaluate an existing literature review. This gives the students an idea of what is expected of her/him.

* [Hart, C. (1998). Reviewing the Research Imagination. In Doing a Literature Review: Releasing the Social Science Research Imagination (pp. 26–43). London: Sage.](https://moodle-1819.ucl.ac.uk/pluginfile.php/1153853/mod_resource/content/1/Hart%20and%20the%20Literature%20Review.pdf)

Chris Hart's book is a must read as it provides useful information on how to do a literature review. However, the chapter on 'releasing the research imagination' is particularly important as Hart discusses the importance of understanding context which can lead to making imaginative leaps into other disciplines.

* [Mapping your Literatures](https://patthomson.net/2016/04/04/mapping-your-literatures/)

Just like a map of the physical environment, a map of the literatures highlights prominent features, shows how key points are connected or disconnected and establishes different aspects of what you have seen/read. A literatures map is a way of designing and framing your re-presentation of the reading you have done.

* [Randolph, J. (2009). A Guide to Writing the Dissertation Literature Review. Practical Assessment, Research & Evaluation, 14, 1–13.](https://pareonline.net/pdf/v14n13.pdf)

Randolph also provides a framework for self-evaluating a literature review. Of relevance is the list of common mistakes most frequently made by researches. Students are advised to read this and the Boote and Beile article.

## Week 1: On the Centrality of the Literature Review



In Week 1 of this course, we will look at the **searching and researching** process, as well as consider the literature review and what is expected of you in terms of writing a review which will form the 'back bone' of the thesis.

There are readings, videos and tasks to complete on this page.  There is also a list of resources.

## The Search Strategy

Familiarise yourself with the IOE LibGuide on Searching which is available at <http://libguides.ioe.ac.uk/searching>(Note how the URL for LibGuides always begins with http://libguides.ioe.ac.uk and this is followed by the name of the guide).

Make sure read the section on how to work out your search strategy and watch the video on [Boolean Searching](http://youtu.be/cr7LscBEYC8).

***Tip!***Don't forget the following:

* Spellings:  check alternative spellings e.g behaviour vs. behavior
* Terminology:  high school vs. secondary school
* Phrase searching:  "theory of mind', "theory of learning", "moral education" etc.  Use quotation marks to search phrases
* Truncation:  using a \* or $ (in the Library Catalogue) will allow you to find permutations of a word e.g. teach\* will bring up teaching, teacher and teachers or "work\*learning" to include "work-based learning" and "workplace learning"
* Boolean operators:  OR - used for synonyms e.g. girl OR female; AND - used to combine search terms e.g. female AND sports; NOT used to exclude search terms e.g. female AND sports NOT football.

## The Research Process

Researching is an iterative process. Watch this [video](https://youtu.be/RQgJr3To38k) to learn about what is expected of a literature review and the research process.

Each time you come across a new concept, you begin again the whole research process.  One way in which you can organise and keep a track of the search process is by creating a list of keywords and concepts which can usefully be portrayed visually as a mind map. This allows you to see the 'bigger picture'. It will also allow you to see how big your topic is and how you can fine-tune your research question.  Further you will be able to identify the gaps in the literature quicker if you develop the map as you find relevant literature

***Tip!*** It is important that you keep a note book/online document reporting on your search process.

## Resources for Week 1

* [Researching](http://libguides.ioe.ac.uk/researching)
* [Searching](http://libguides.ioe.ac.uk/searching)
* [Finding](http://libguides.ioe.ac.uk/finding)
* [Accessing](http://libguides.ioe.ac.uk/accessing)
* [Video: The Research Process](https://youtu.be/RQgJr3To38k)
* [IOE LibGuide on Thesis and Dissertations](http://libguides.ioe.ac.uk/c.php?g=482257&p=3298272)
* [Video: EThOS](https://www.youtube.com/watch?v=F8X8ai6xN-4&feature=youtu.be)
* [Video: Searching for Theses and Dissertations 1](https://youtu.be/Bo4r1MhKyxM)
* [Video: Searching for Theses and Dissertations 2](https://www.youtube.com/watch?v=mSaG8eEwE1Y&feature=youtu.be)
* [Documenting the search](https://libguides.ioe.ac.uk/ld.php?content_id=31995123)
* [Sample Concept Maps](https://libguides.ioe.ac.uk/ld.php?content_id=31995145)

## Task 1: Evaluating a Literature Review

1. Read the articles listed in the 'Readings for Week 1' box.
2. Find a thesis/dissertation from the database 'ProQuest Dissertations and Theses Global' or from UCL's research repository '[Discovery](http://discovery.ucl.ac.uk)' or from '[EThOS](http://ethos.bl.uk" \t "_blank)' which is the British Library's Electronic Theses Online Service. Note you will need to register to access the full-text on EThOS.  More information on access is on the IOE LibGuide for Theses and Dissertations.
3. Evaluate the literature review ONLY using the criteria set out in the readings, i.e. in Boote and Beile or Randolph or Hart.

## Task 2: Creating a Concept Map

1. Fill in the 'Documenting your Search' MSWord file.
2. Next, create a concept map so that you can visually see your subject - you can use some of the freely available software which has been mentioned and/or use MSPowerPoint or MSWord.  This will allow you to see how broad your research question is, the key concepts, themes, keywords, subject headings, authors, theorists etc.
3. Share your map with your colleagues and discuss your experience of doing this exercise with your colleagues.

## Theses and Dissertations

It is important that you find out whether there is a PhD thesis on your topic. Other theses will also give you an idea of what is expected of you for your PhD.  The task for Week 1 is to evaluate a literature review in a thesis and there are a number of places where you can find full-text theses.  For instance, many Higher Education Institutions (HEIs) have research repositories which hold the research output of the institutions. In addition, there are subject or country-specific portals which list theses.  The [IOE Library Guide for Theses and Dissertations](http://libguides.ioe.ac.uk/thesesdissertations) lists these, as well as lists the relevant databases.

# Week 2

## Readings for Week 2

* [Freathy, R., & Parker, S. (2010). The Necessity of Historical Inquiry in Educational Research: The Case of Religious Education. British Journal of Religious Education, 32, 229–243.](https://www.tandfonline.com/doi/abs/10.1080/01416200.2010.498612)

This is a case study which highlights the importance of historical inquiry as a method which can, as the authors state, 'add depth and range to our understanding of education... and can illuminate important longer‐term, broader and philosophical issues'.

* [Kuper, A., Whitehead, C., & Hodges, B. D. (2013). Looking Back to Move Forward: Using History, Discourse and Text in Medical Education Research: Amee Guide No. 73. Medical Teacher, 35, e849–e860.](https://www.tandfonline.com/doi/abs/10.3109/0142159X.2012.748887)

This article highlights how historical, discourse and text analysis approaches that can help researchers and educators question the inevitability of things that are currently seen as ‘natural’. The article is offered both to emphasize the importance of historical inquiry but also to develop criticality.

* [Williams, R. (1985). Keywords: A Vocabulary of Culture and Society (Rev. ed). New York: Oxford University Press.](https://ucl-new-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=UCL_LMS_DS21161791050004761&context=L&vid=UCL_VU2&search_scope=CSCOP_UCL&isFrbr=true&tab=local&lang=en_US)

'Keywords' is a book by the Welsh Marxist academic Raymond Williams. It examines the history of more than a hundred words that are familiar and yet confusing and provides. Students are asked to consider the etymology of their key words in the same style as Williams.

In Week 2 you will be reminded of how to search the databases using Boolean logic. There are video demonstrations on how to search on some of the key education databases BEI, ERIC and the Web of Science.  Although the starting point is different since the change of systems, the searching techniques are still relevant.

This session also focuses on the importance of going back to primary sources to check accuracy of information and using these historical inquiry in your literature review.

## Databases

**Education Databases**

The following databases are the key ones for education:

* BEI - British Education Index
* ERIC - Education Resources Information Centre
* ASSIA - Applied Social Sciences Index and Abstracts
* AEI - Australian Education Index
* DERA - Digital Education Resource Archive

The key **Social Sciences database** include

* IBSS - International Bibliography of the Social Sciences
* Web of Science
* SCOPUS
* Academic Search Complete (via Senate House Library)

The main **Psychology Databases** are available via Senate House Library and include

* PsychINFO
* PsychARTICLES
* PsychBOOKS

The databases are available from [here](http://www.ucl.ac.uk/library/electronic-resources/databases).   There are two or three main platforms used by Databases and all of them feature the same *Basic* and *Advanced Search* options and contain a thesaurus. Do make use of the online help available on the databases to search effectively but start by watching the video on how to access a database remotely and then work your way down the resources that are linked to this part of the course.

***Tip!*** Check the scope of the database by clicking on the '**i**' in the list of databases to see what the coverage is and what subjects the database focuses on before you begin searching.

[How to search BEI (Basic)](http://youtu.be/xTtuWJbykpw)

BEI or the British Education Index, is the place to search for all things to do with British education and related areas.  The following is a short presentation on getting started with BEI.  Find out about BEI and its coverage - this will tell you what its limitations are of this database.

[Thesaurus Searching on BEI](https://youtu.be/wzIti7OO5D4)

[IOE LibGuide on DERA: Digital Education Resource Archive](http://libguides.ioe.ac.uk/DERA)

DERA stands for Digital Education Resource Archive and is a digital archive of documents published electronically by the UK government and related bodies in the area of education.

[Searching the Web of Science](http://youtu.be/AgTk3kA__lo)
This video has a demonstration of searching on the Web of Science.

* [Searching ERIC](https://libguides.ioe.ac.uk/ld.php?content_id=32002282)

The following is a screen-by-screen set of instructions of how to search on ERIC, the largest of the education databases. The instructions include searching for subject/indexing terms using the inbuilt thesaurus.

## Resources

* [Archive Collections](http://libguides.ioe.ac.uk/archivecollections)
* [Special Collections](http://libguides.ioe.ac.uk/specialcollections)
* [Historical Sources](http://libguides.ioe.ac.uk/historysources)
* [Theses and Dissertations](http://libguides.ioe.ac.uk/thesesdissertations)
* [Databases](https://library-guides.ucl.ac.uk/az.php)
* [Psychology Resources at Senate House Library](http://libguides.ioe.ac.uk/psych)
* [Accessing Resources Remotely](http://libguides.ioe.ac.uk/accessing)
* [DERA](http://libguides.ioe.ac.uk/content.php?pid=564564)

## Task 1

1. [​](http://ble.ioe.ac.uk/mod/hsuforum/view.php?id=99034)Read the Freathy & Parker and Kuper et. articles and consider the importance of historical inquiry for your literature review.
2. Raymond Williams gives examples of how language or the labels we give to words and meanings of words change over time. Be sure to look at these as he has done much of the work for us!
3. What concepts have you identified that need to be considered from a historical perspective?  What sources are you using to show the trajectory of how a concept and its meaning have changed over time? Be prepared to discuss this in class.

## Task 2

1. Watch the videos on how to use the key databases. Note in particular the in-built thesauri in the various databases.
2. Search the databases and make a note of your search strategy and the keywords and concepts you used to search on the MS Word document below. List your results and make a note of how you refined the search.
3. Be prepared to talk about your experience of searching the databases explaining how you used the thesauri, what worked and what didn't, as well as what you gained from this exercise.
* [Documenting your searches](https://libguides.ioe.ac.uk/ld.php?content_id=32002207)

Use this template to document your searches.

# Week 3

## Readings for Week 3

* [Collini, S. (2018, November 8). Kept Alive for Thirty Days. London Review of Books, 40(28), 35–38.](https://www.lrb.co.uk/v40/n21/stefan-collini/kept-alive-for-thirty-days)

Collini manages to take the mystery out of metrics and, to a large extent, our almost ridiculous reliance on metrics. He does this by using some humorous day-to-day examples.

* [Giustini, D., & Kamel Boulos, M. N. (2013). Google Scholar Is Not Enough to Be Used Alone for Systematic Reviews. Online Journal of Public Health Informatics, 5.](https://doi.org/10.5210/ojphi.v5i2.4623)

Google Scholar (GS) has been noted for its ability to search broadly for important references in the literature. However, is it appropriate for a systematic review or should students be using databases to ensure a more thorough search?

* [Hicks, D., & Wouters, P. (2015). The Leiden Manifesto for Research Metrics. Nature, 520, 430–1.](https://www.nature.com/polopoly_fs/1.17351%21/menu/main/topColumns/topLeftColumn/pdf/520429a.pdf?origin=ppub)

Evaluating research is essential to gauge impact and one way to do this is look at the number of citations for a journal article or author. However, citation metrics have been misused in the past and one way to counter this is through the responsible use of metrics. The Lieden Manifesto provides a comprehensive approach towards an improved assessment of research and proposes guidelines on best practice in the use of metrics in research evaluation.

* [Rekdal, O. B. (2014). Academic urban legends. Social Studies of Science, 44, 638–654.](http://journals.sagepub.com/doi/abs/10.1177/0306312714535679)

This article demonstrates the importance not taking for granted the information that is presented in journal articles. The importance of checking and evaluating content, even by experts, is something that a researcher needs to do as part of the workflow. This is because, as Rekdal states, 'authors have lazily, sloppily, or fraudulently employed sources, and peer reviewers and editors have not discovered these weaknesses in the manuscripts during evaluation'.

## https://libapps-eu.s3.amazonaws.com/accounts/1878/images/1_goi_review_method.jpgAbout

The third week of the course focuses on citation searching, impact and information evaluation.  We will do this by looking at ways in which the scholarly impact of a work is measured by citation counts.  You will also be introduced to ways in which you can critically evaluate information sources.

## Citation Searching

Although not 100% accurate as there are in-built biases in bibliometrics or citation counts, citation measures can be used to gage either author, article or journal impact.   These measures can be helpful when evaluating information e.g. whether the author is an authority in their field and their impact on other scholars (author impact) or whether an article is deemed to be the 'classic' piece of research in any particular subject (article impact).  Researchers can also use citation tools to strategically plan where they could publish by considering high-impact journals.

A number of databases contain citation counts. These include:

* [Academic Search Complete](http://0-search.ebscohost.com.catalogue.libraries.london.ac.uk/login.aspx?authtype=ip&profile=ehost&defaultdb=a9h) (available from Senate House Library)
* [ERIC](http://metalib.ucl.ac.uk/V/?func=native-link&resource=UCL00079)
* [Google Scholar](http://scholar.google.com/)
* [JSTOR](http://metalib.ucl.ac.uk/V/?func=native-link&resource=UCL00730)
* [PsycINFO](http://metalib.ucl.ac.uk/V/?func=native-link&resource=UCL00118)
* [SCOPUS](http://metalib.ucl.ac.uk/V/?func=native-link&resource=UCL01086)

To learn how to search these databases, watch the video demonstrations embedded in the [IOE LibGuide Bibliometrics and Citation Searching](http://libguides.ioe.ac.uk/c.php?g=482227&p=3298076).

## Evaluating Information

The short posts on [**understanding research**](https://theconversation.com/uk/topics/understanding-research-12389) in 'The Conversation' ask some important questions about research, including the critical evaluation of published research.  Make sure you read the comments after each post as this will provide you with insight into the current debates with reference to open access, peer-review, the dissemination of research and the critical appraisal of research findings.

An example of **how to review of literature** can be found [here](https://medium.com/ussbriefs/lecture-capture-dubious-scholarship-and-market-forces-6f6c8dcb960d) If you are unsure about what a peer-reviewed jounal is - watch this video:  [What is a scholarly/peer-reviewed journal?](http://youtu.be/PuyCJnv3auk)

***Tip!*** Do not disregard practitioner journals as they often contain case-studies.

Here are answers to a couple of **frequently asked questions** relating to information evaluation:

* [How can I find out whether a journal I have found on the web is good enough to use for my academic work?](http://libanswers.ioe.ac.uk/a.php?qid=295422)
* [How can I find out whether an author I have come across is an expert in the subject area?](http://libanswers.ioe.ac.uk/a.php?qid=353401)

## Task 1

Select a reading on your research that has the highest citation rate based on searches conducted on the Web of Science, SCOPUS or a subject-specific database.

Use the file below to document your searching and your citation counts.

Compare the citation count to the count in Google Scholar.  Is the count higher or lower?  Why is this the case?

* [Searching and Citation Searching](https://libguides.ioe.ac.uk/ld.php?content_id=32015552)

## Task 2

Next, evaluate the article you found in Task 1 ,or another which you want to read, using the REVIEW method (see pdf below) or other evaluation methods - see [here](https://libguides.ioe.ac.uk/evaluating) for more information.

Now that you have evaluated the information, will you be using the information source in your literature review? Explain why you may or may not consider it for inclusion.

* [REVIEW Method](https://libguides.ioe.ac.uk/ld.php?content_id=32015368)

This method has been put together by the University of Sydney, Australia.

## Additional Resources

Data can also be reused. When it is reused, it is given a citation count.  You can find data sources and how to manage data in the IOE [LibGuide for Research Data](http://libguides.ioe.ac.uk/researchdata).  Making your data openly available in data repositories may help attract citations. Publishing an article about the data you have - i.e. how, why, when you collected the data and what further research is possible through the reuse of data will also help to promote the re-use of the data.

## [Using Other Libraries](http://ble.ioe.ac.uk/mod/url/view.php?id=96928)

As a UCL researcher, you can now become a member of the main University of London Library, [Senate House Libraries](http://libguides.ioe.ac.uk/senatehouseunilondon).  As a doctoral student you also have access to over 170 HEI libraries in the U.K. and Northern Ireland via the [SCONUL](http://libguides.ioe.ac.uk/sconulaccess) scheme.

# Week 4

## Readings for Week 4

* [Akers, K. (2013, December 12). Data Journals: Incentivizing Research Data Dissemination [Organisation]. Retrieved from https://connect.clir.org/blogs/katherine-akers/2013/12/12/data-journals-incentivizing-research-data-dissemination](https://connect.clir.org/blogs/katherine-akers/2013/12/12/data-journals-incentivizing-research-data-dissemination)

Just as you can publish your literature review as a stand-alone journal article, you can also publish an article describing your data. Data papers in data journals are a new type of publication which enable researchers to describe their data, discuss the methodology used and the research questions that remain to be answered. Data papers help to increase the number of citations to research projects and allow for collaboration with other researches.

* [Minocha, S., & Petre, M. (2012). Handbook of Social Media for Researchers and Supervisors. London: Vitae Innovate and Open University. Retrieved from https://www.vitae.ac.uk/vitae-publications/reports/innovate-open-university-social-media-handbook-vitae-2](https://www.vitae.ac.uk/vitae-publications/reports/innovate-open-university-social-media-handbook-vitae-2012.pdf)

If used correctly, social media can help disseminate research more widely and to different audiences. It can also help establish your credibility as a researcher. The Handbook offers tips on how to use social media effectively through the use of case studies.

* [Pacher, A. (2018, October 4). Addressing the Unharmonised Metadata of RSS Feeds Would Support Research Discovery and Speed up Science. LSE Impact Blog.](http://bit.ly/2zGPSUP)

RSS feeds allow academics and others to keep track of the latest papers to publish in a chosen selection of research journals. They are machine-readable and aggregable, thus presenting a potentially simple solution for promoting content awareness on a large scale. However, there are problems which continue to the potential of RSS for research discovery.

## https://libapps-eu.s3.amazonaws.com/accounts/1878/images/social_media_cube.jpgAbout

**Week 4** focuses on some of the new technologies that are available to researchers.  These will help you stay current and allow you to manage your time better.  We also consider the ways in which you can network and share information with other researchers working in your discipline and research area and how you can disseminate your work in progress to establish your professional presence online and your expertise.

## Resources for Alerting Services

* [Introduction to RSS](http://newsamnews.ioe.ac.uk/2011/12/09/keeping-up-with-research)
* This is a brief introduction to RSS - a technology that sends information to you, rather than you going to look at different sources whether they are websites, publishers' journals sites or databases.
* [Video: What is RSS?](https://www.youtube.com/watch?v=0klgLsSxGsU&feature=youtu.be)
* [IOE LibGuide on RSS](http://libguides.ioe.ac.uk/rss)
* [FAQs on LibAnswers](https://libanswers.ioe.ac.uk/search/?t=0&q=RSS)
* [ZETOC](http://zetoc.mimas.ac.uk/)

ZETOC is the British Library's electronic table of contents.  The 'Z' stands for the protocol that allows one database to interact with another. ZETOC gives you access to over 29,000 journals and more than 52 million article citations and conference papers. Although it does not link to the free text of the article/proceeding, you can use it to find references and to set up alerts from key journals and for your search terms so that you are informed of scholarly output on your topic.

## Resources for Open Access

[What is Open Access?](http://legacy.earlham.edu/~peters/fos/overview.htm)

This site provides an overview of open access and why it is important for research. You are being asked to familiarize yourself with the concept of open access for two reasons:

1.  So that you can make full use of open access resources for your research; and
2.  So that you consider making your own research freely and openly available so that other scholars can benefit from your work immediately after publication.

[Directory of Open Access Journals](http://doaj.org/)

[IOE LibGuide: Open Educational Resources and Open Access](http://libguides.ioe.ac.uk/c.php?g=482220&p=3298045)

[IOE LibGuide: Open Data](http://libguides.ioe.ac.uk/researchdata/datasources)

This IOE LibGuide highlights some of the data libraries as well as other open access resources that you must check before you create data for your research.

## Resources for Social Media

* [IOE LibGuide: Twitter for Researchers](http://libguides.ioe.ac.uk/twitter)

This guide is a useful introduction to Twitter. Spend some time setting up your account and investigating the links.

* [IOE LibGuide: Social Media for Researchers](http://libguides.ioe.ac.uk/socialmedia)

This guide introduces you to the Web 2.0 (the interactive web as opposed to Web 1.0 which was the static web) tools that will enable you to use some of the latest technologies and develop your digital literacies.  Do look at this guide carefully and experiment with some of the tools.  Find out, for example, how 'Evernote' can help you manage information and  how 'Remember the Milk' can help you stay organised!

* [IOE LibGuide: Introducing Altmetrics](http://libguides.ioe.ac.uk/altmetrics)

This page on the 'Bibliometrics and Citation Searching' LibGuide introduces 'Altmetrics'.  There is a (very long!) recording of a lecture that took place at Columbia University in December 2012.  It is worth listening to it from about 25 mins in as the co-founder of 'altmetrics' and 'Impactstory', Jason Priem, summarises the key differences between altmetrics and traditional journal citation measures.

## Task 1

Save a search set up alerts using RSS or email from a database. You can also set up alerts from journal websites and from Google Scholar.

## Task 2

Experiment with some of the social media sites. Use the IOE LibGuide, ['Twitter for Researchers'](http://libguides.ioe.ac.uk/twitter) and follow some of the IOE Twitter accounts listed on this guide.  Find relevant research information or a conference e.g. [#BERA](https://twitter.com/hashtag/BERA2018?src=hash) on Twitter

Do also look at other social media platforms useful for researchers. Do you have a Google Scholar profile?  Are you on LinkedIn? The [IOE LibGuide Digital Researcher](http://libguides.ioe.ac.uk/digitalresearcher) has useful information.