Kenmore State High School

RESEARCH BOOKLET

2019
## Contents

About this research guide .......................................................... 2

QR Codes .................................................................................. 2

How to use the Research Essentials Booklet .................................. 3

Introduction .............................................................................. 4

1. DEFINE .................................................................................. 6

   Defining Step 1 – Understand Your Task .................................. 6

   Defining Step 2 - Get Background Knowledge ........................... 8

   Defining Step 3 - Focus Your Search Topic .............................. 11

   Defining Step 4 - Create Focus Questions ............................... 12

2. LOCATE .................................................................................. 13

   Consider Your Resource Options ......................................... 13

   Search terms – the key to locating the information you need ...... 14

   Databases ............................................................................... 20

   Books .................................................................................... 25

3. SELECT .................................................................................. 27

   Is it going to help me complete my task? ............................... 27

   Evaluating Online Sources .................................................. 29

4. ORGANISE ............................................................................ 31

   Good Note Taking Guide ...................................................... 31

5. PRESENT ................................................................................ 35

   Style Guide – Successful Essay Writing ................................. 36

   Acknowledging Sources ....................................................... 39

   Citations and bibliographies ................................................ 41

   Laying out your Assignment ................................................ 52

   Draft Feedback ..................................................................... 52

6. REFLECT ............................................................................... 53

   Bibliography ......................................................................... 55
**About this research guide**

**QR Codes**

QR codes are a simple and speedy way to access information quickly whether it is an image, video or website.

Throughout this booklet you can watch videos of helpful information by scanning the QR codes.

To access the video you will firstly need an app that can scan QR codes using your phone’s camera. For iPhones go to iTunes or for Android phones go the Play store and search for ‘QR code reader’ and download and install one of the apps.

Once this is completed, open the app and simply scan the box with your smart phone or tablet and it will take you to the linked video.

Once you have a QR reader app installed, test it here:
How to use the Research Essentials Booklet

This booklet has been designed to help you whenever you are given a research assignment. It is a helpful guide through each stage of the research process. Occasionally you may go through some of the sections of this guide with your teacher or teacher-librarian, but for the most part you can use this booklet along with your task sheet to give you guidance and advice when completing any research assignment.
Introduction

The Information Age

We are living in the information age. Until very recently information was in short supply, but this situation has now completely reversed. The spectacular rise of the internet has suddenly made so much information available that we are struggling to cope with more than we could ever possibly need! Being able to use this massive amount of information effectively is an essential part of life in the 21st century.

Information literacy

The internet has made finding excellent information possible, but it is not always easy. Try doing a Google search on any topic. Chances are there were many thousands, if not millions, of results. And this doesn’t even include the masses of information Google can’t reach because it is stored on databases and in books. With such huge amounts of information it is easy to become overwhelmed. How can we determine which information is useful? How can we understand and adapt this information to complete the tasks we are set at school? Answering these types of questions is the aim of this booklet.

The Research Process

In a rapidly changing world, using information well is becoming very important as we increasingly need to keep learning throughout our lives. Practising this skill is one of the reasons we have research assignments.

When we are ‘doing an assignment’ it is important to be aware that there are steps. Each step is different and requires different sets of skills and attitudes. Generally there are 6 steps to completing a research assignment, which have become known as the ‘Big 6’. They are Defining, Locating, Selecting, Organising, Presenting, and Reflecting (Big6, 2013).

The Big 6 is helpful because it breaks down a big task into manageable parts. Each section of this booklet relates to one of the steps. This is great way to approach any research task, but as you get more skilled you may find yourself combining the different steps to suit your own needs.
The 6 Steps of the Information Search Process – an Overview

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Defining</strong></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>What do I really need to do?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is my purpose? Who is my audience? How will I present my findings? What are the key words and ideas of the task?</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td><strong>Locating</strong></td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Where can I find the information I need?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What do I already know? What do I need to find out? What sources and equipment can I use?</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><strong>Selecting</strong></td>
<td>27</td>
</tr>
<tr>
<td></td>
<td><strong>What information should I use?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td><strong>Organising</strong></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>How do I make sense of this information?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td><strong>Presenting</strong></td>
<td>35</td>
</tr>
<tr>
<td></td>
<td><strong>How do I show others what I’ve found out?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What will I do with this information? How am I supposed to write it? With whom will I share this information?</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td><strong>Reflecting</strong></td>
<td>53</td>
</tr>
<tr>
<td></td>
<td><strong>What did I learn from this?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How well did I complete each step of the process? What skills and steps do I need to concentrate on next time? Where do I go from here?</td>
<td></td>
</tr>
</tbody>
</table>

**The Big 6 – Explained**

This video takes a slightly different view of the research process – with rap!
1. DEFINE

What do I really need to do?

What is my purpose? Who is my audience? How will I present my findings? What are the key words and ideas of the task?

Main features of this step:

1: Understanding your task
2: Getting background knowledge
3: Focusing your research topic
4: Creating focus questions

Adapted from the Online Learning Library Centre (University System of Georgia)

Defining Step 1 – Understand Your Task

If you were a builder, you would never start a new house without asking your clients what they want. It’s the same with research assignments. Have a closer look at the documents your teacher (your ‘client’) has provided you – the task sheet, any notes from class or examples of past student work. Now is a good time to ask questions about anything you are unsure of. This might save you lots of work in the future.

Read your assignment instructions

Your task sheet will tell you what information you need to find and how you should present it. Teachers usually include a criteria sheet too, so you can see how your work will be marked. Think of your assessment criteria as a ‘To do list’. Your teacher marks your work against each criterion, so make sure you understand and try to meet them all in your assignment.

‘Key’ Test Word Meanings

Your task sheet may have one or more of the following words. It is important to understand the subtle differences in meaning in order to make sure you are doing what is required.

- Account for - explain the cause/s of
- Analyse - break into main components
- Argue - support a position with clear reasoning and evidence
- Compare - highlight similarities and differences and the significance of these similarities and differences
- Contrast - highlight differences
- Criticise / Critique - pass judgement, mentioning advantages and disadvantages
- Define - declare exact meaning - example
- Describe - give an account of (quality, feature, component parts, substance, purpose)
Discuss - investigate by argument, go into advantages and disadvantages
Evaluate - Make a judgment, supported by reasons and evidence, as to the worth of something
Examine - investigate or look closely at
Example - give facts to demonstrate or explain point(s)
Explain - give the reasons why and effects of, with a brief discussion of fact
Identify - group, class, criteria, distinguishing features
Illustrate - give an example or draw a diagram
Investigate - examine, inquire into
Interpret - give meaning, using own opinion
Justify - show reasons for decisions or conclusions
Outline - give essential parts in summary form
Relate - show how factors are connected or interrelated
Suggest - offer reason(s) for the cause of a situation
Summarise - give a brief account without unnecessary detail
Trace - follow through from beginning to end
Hypothesis - a proposal, idea, theory or statement that you use as a starting point for discussion, investigation or study.

Can you explain the task in your own words?
In your own words, explain what you are supposed to do. This quick test will gauge how well you understand the task. If there are any parts of the task you don’t understand, try to clarify them before you go any further.
Defining Step 2 - Get Background Knowledge

What is 'background knowledge'? As the name suggests, it is an understanding of the bigger picture that your topic is one part of. Importantly, it's the information that will allow you to make good decisions about your research before you commit to an approach.

To go back to the example of the builder, you wouldn’t start to build a house without looking closely at where the house is going to stand. Background knowledge explores the broader issues surrounding your topic, so you know the best place to start building your response to the task you’ve been given.

Why is background knowledge important?

- It helps you become familiar with the big ideas and developments surrounding your topic.
- It may uncover an area that you find interesting that you hadn’t considered before
- It helps you to become aware of the important debates, names, dates, events, organizations, terms, etc., associated with a topic so you can add these to your searches.
- It can help you decide whether to broaden or narrow your topic.
- It’s a good time to make sure you understand the meanings of common words and how they’re used in your area of study.

What do you already know?

You may know a lot about the subject, or very little. Without worrying too much about sentences, spelling or grammar, quickly write down everything that you know about the subject/topic. This will be the start of your background research.

It might be helpful to use a table like this to plan your background research:

<table>
<thead>
<tr>
<th>What do I know?</th>
<th>What do I wonder?</th>
<th>Where can I find answers?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Where do you find background knowledge?

**Class notes and readings**
It is likely that your teacher has tried to give you enough background knowledge in class in preparation for your assignment. Now is a good time to go over class notes, handouts, readings and your text book.

**Dictionary / Definitions**
Use a dictionary to look up the meaning of keywords in the subject/topic.

**Encyclopaedias, Magazine Articles and News Reports**
Magazines, newspapers and encyclopaedias are also good sources of background knowledge because they are often written for a more general audience.

- The library has a range of **encyclopaedias** that are good sources of background knowledge.

- Though it is unsuitable for use in your final assignment, **Wikipedia** often provides a good introduction to unfamiliar topics.

- You may quickly search a **news or magazine website** for recent articles.

[Why can’t I use Wikipedia?](#)

Wikipedia is a great place to start your research, but don’t finish there. Wikipedia can be updated by anonymous users, which makes it extensive but not necessarily accurate. Try the links at the bottom of a Wikipedia page to find the original sources of the information

**Brainstorm**
At this stage, it may be helpful to use a mind map to organise and explore what you already know about your topic. Include any related words, word variations, synonyms, narrower/broader terms and keywords.

[QR code: common concept mapping techniques](#)

Concept mapping is a powerful tool to help you organise your ideas and find unexpected connections. This video has some tips to get started
# Common Concept Maps and their uses

<table>
<thead>
<tr>
<th>Concept Map</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mind Map</td>
<td>Shows relationships between concepts</td>
</tr>
<tr>
<td>Category map</td>
<td>Breaks a large concept into smaller parts. Organises facts and details into separate areas.</td>
</tr>
<tr>
<td>Brace/Tree Map</td>
<td>Another map that breaks a large concept into progressively smaller parts</td>
</tr>
<tr>
<td>Flow Chart</td>
<td>Shows cause and effect. Useful for describing a system or process.</td>
</tr>
</tbody>
</table>
While you do your background reading, make a note of common **words, phrases, organisations, events, issues** or **people** that are mentioned. Highlight any that are confusing and look them up. This will both create solid background knowledge and create a list of keywords that will help with searching for information later.

**Example Background Notes for the Topic Renewable Energy**

<table>
<thead>
<tr>
<th>Common Words</th>
<th>Solar, Kilowatt, Efficient, Turbine, Biofuels, Geothermal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Phrases</td>
<td>Carbon Credits, Research and Development, Small/Large scale, global warming, Peak Oil, baseline power</td>
</tr>
<tr>
<td>Organisations</td>
<td>National Renewable Energy Laboratory, IPCC, Climate Change Council</td>
</tr>
<tr>
<td>People</td>
<td>Tim Flannery, Al Gore, Lord Monckton</td>
</tr>
<tr>
<td>Events</td>
<td>Gulf of Mexico Oil Spill</td>
</tr>
<tr>
<td>Common debates/issues</td>
<td>Is nuclear a necessary alternative energy? Can all energy needs be met with alternative sources of energy? Should governments make non-renewable energy more expensive?</td>
</tr>
</tbody>
</table>

**Defining Step 3 - Focus Your Search Topic**

It is difficult to do efficient research if the topic is not well defined. The next step in the process aims to improve the focus of your original research question.

**Go back to where you wrote the question in your own words.**

You should now be more familiar about the big picture surrounding your topic. Ask yourself:

- Should I narrow the topic?
- Should I broaden the topic??
- Time: Should I limit my topic by time period?
- Location: Should my question focus on a specific place such as Australia, Queensland or Brisbane?

As you continue to research it is not unusual for your research questions to change again as you progress. In fact, thoughtful, thorough research often brings unexpected results which may result in a change of direction based on your new understanding.
Do you need a HYPOTHESIS?

**hypothesis** noun 1. a statement proposed as an explanation for the occurrence of a phenomenon or event. 2. a statement used as the basis of an argument.

Some assignments will require you to formulate your response to the task as a hypothesis. The hypothesis is what you want to prove, by using research, about your topic. To put it another way, it is your explanation for why the phenomenon/event you are studying occurred or why it is significant. The hypothesis will guide you in your research and will form the basis of your final assignment.

A good hypothesis must do a number of things:

- it must propose reasons / explanations
- it must be an informed judgement (not initial thoughts on a subject)
- it must be able to be supported by evidence – facts, specific information, examples.

Imagine this example from a popular nursery rhyme:

- Why did Jack and Jill go up the hill in the nursery rhyme? (an event)
- To fetch a pail of water. (a reason)

If we reword these two things a little, we have a hypothesis:

*Jack and Jill went up a hill in the nursery rhyme in order to obtain a bucket of water.*

Note that in the dot point example above we have both an event, and a reason for that event. When you first start researching, you may just have a question (i.e. you won’t know why the topic you are studying occurred or was important). The question will be your ‘working hypothesis’. When you understand the topic better you will change your hypothesis so it has an explanation. This may happen a number of times as you ‘fine tune’ your hypothesis, or change the focus of your assignment slightly.

**Defining Step 4 - Create Focus Questions**

Your focus questions are the specific, smaller questions that you will need to answer in order to fully understand your topic and provide a complete answer to your research task or hypothesis. They should ‘flow’ from your hypothesis or research question. You don’t necessarily need to end up with specific answers to these questions. What you must do is let your research be guided by these focus questions. See the information on research notes in the Organising section for more information about how to do this.

Focus questions work best when they:

- Are open-ended (i.e. they can’t be answered in just a few words)
- Are ‘how’ or ‘why’ type questions
- Engage your curiosity
- Focus questions may change, branch or multiply as your research progresses.
Where can I find the information I need?

Main features of this step:

- Coming up with an effective search strategy
- Identifying where to look for electronic and print resources
- Locating and gathering a variety of appropriate resources

Depending on the task, locating good sources may be the hardest part of your assignment. The first thing you need to understand is that it may take a lot of time, a lot of patience, a lot of frustration, a lot of trial-and-error and maybe even a few tears to find appropriate sources for your topic. The key thing is to be persistent. A Google search for ‘primary sources Cold War’ will probably return results that are 99% useless. Be persistent. Finding the right sources is one of the challenges of the researcher, but the sense of achievement you get from finally tracking down ‘that source’ can be hard to beat.

Consider Your Resource Options

What types of sources are needed?

Are you required to use any of the following sources in your research?

- Books
- Magazine articles
- Newspaper articles
- Scholarly journal articles
- Websites
- Other materials, such as statistics, government publications.

Are you required to only use sources published in a particular time?

- Primary Sources/Contemporary materials (written at or about the time an event occurred)
- Secondary sources/Retrospective materials (written after an event occurs and "looks back")
- Current Research – that has been published recently and is therefore more likely to be accurate.
### Common sources

<table>
<thead>
<tr>
<th>Source</th>
<th>Where to find it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>Search the school library catalogue for books covering your topic. If there isn’t a book that is dedicated to your topic, it will often be covered in a chapter of a larger one. For example, information about child soldiers might be in a book about slavery, war, or children’s rights.</td>
</tr>
<tr>
<td>Magazine articles</td>
<td>It is easiest to find specific topics in magazines by searching that magazine’s website (e.g. New Scientist, Cosmos for science topics). The library can help you locate articles from their online collection.</td>
</tr>
<tr>
<td>Newspaper articles</td>
<td>Again, it’s more effective to find what you need through a newspaper’s website, or a specific search engine like Google News (news.google.com).</td>
</tr>
<tr>
<td>Scholarly journal articles</td>
<td>The database Expanded Academic ASAP has access to scholarly articles on almost every topic (see database page below for help with accessing it). Otherwise, you can try Google Scholar for some full-text articles.</td>
</tr>
<tr>
<td>Website</td>
<td>They are easy to access through any search engine, but using websites for research requires care. Online information can be inaccurate, biased or out of date. Page 29 of this booklet will help you determine the quality of websites.</td>
</tr>
<tr>
<td>Other materials such as statistics and government publications</td>
<td>Try the Australian Bureau of Statistics website. Likewise the Australian government portal is an excellent way to find government reports and publications (australia.gov.au/topics)</td>
</tr>
</tbody>
</table>

### Search terms – the key to locating the information you need.

Adapted from University of Queensland (2011)

If you have some background knowledge, a working hypothesis, and some focus questions, your next step might be to look for some information online. Make sure you are in the right frame of mind and have put aside enough time to do this properly.

Databases, search engines and subject guides are powerful tools. However, they are only as good as the search terms that they are given. Think about the words you use very carefully. Remember that a computer search engine is not human; it does not understand your focus questions. It only scans the web for pages that have your words in them. When it finds those words, it ranks the results based on how close together those words are and how many other web pages link to each result.
So what words do you need to search for? Try to imagine the perfect source of information for each of your focus questions. What unique words will you find there? What combinations of words (phrases) would be there? This is where your background knowledge can be very useful. As you begin to know more about your topic, you will be able to add better terms into your searches.

It is pointless and counter-productive to search by writing your entire question or hypothesis. Usually, the nouns and adjectives in your research question, hypothesis or focus questions will give you the first list of keywords. For example:

**Question:** What are the types of alternative fuels being used or developed for automobiles?

In this case, the words "alternative", "fuels" and "automobiles" are the significant keywords.

**Background notes are a great source of search terms**

Your list of:
- common debates/issues
- events
- people
- organisations
- common phrases
- common words

can all be used to improve your search results.
**Synonyms**
Since different authors will use different words to describe things you are interested in, it's good to try variations of words so you don't miss important information. Using synonyms (words that have a similar meaning) will 'widen the net' of your search.

Example synonyms:

- **Power**
- **Fuel**
- **Electricity**
- **Energy**
- **Transportation**
- **Automobiles**
- **Cars**
- **Vehicles**

**Search Smarter Search Faster**
This video explains synonyms and other important database search strategies - with Dinosaurs!
Identifying Key Words, Synonyms, and Key Phrases

Research question/Hypothesis:

Circle the key (important) words in your research question.

<table>
<thead>
<tr>
<th>List <strong>keywords</strong> here</th>
<th>List <strong>synonyms (words with similar meanings)</strong> here</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>2.</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>3.</td>
<td>1. 2. 3. 4.</td>
</tr>
<tr>
<td>4.</td>
<td>1. 2. 3. 4.</td>
</tr>
</tbody>
</table>

**Key phrases** (important combinations of words):

1. 

2. 

3. 

4.
Advanced Search Techniques

Now that you have a good selection of keywords to use, it is time to start searching. Keep in mind that most search engines allow you to use a variety of symbols to provide greater control over how the search engine will locate results. The search commands below will help you conduct more complex Google searches. Using these advanced search techniques below helps to locate more relevant information.

<table>
<thead>
<tr>
<th>Sample Search</th>
<th>Command</th>
<th>Finds pages/results . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallipoli sources</td>
<td></td>
<td>This is the most basic search. It will find sites that contain both the words Gallipoli and sources.</td>
</tr>
<tr>
<td>“Primary sources from Gallipoli”</td>
<td>“ ”</td>
<td>Finds sites that contain the exact phrase: primary sources from Gallipoli. Note that it won’t find sites that have the phrase “primary sources about Gallipoli”.</td>
</tr>
<tr>
<td>Gallipoli –tourism</td>
<td>–</td>
<td>Find sites that contain the word Gallipoli, but not the word tourism.</td>
</tr>
<tr>
<td>Vietnam War 1974 OR 1975</td>
<td>OR</td>
<td>Sites that have the words Vietnam and War and either the number 1974 or 1975.</td>
</tr>
<tr>
<td>aborig*</td>
<td>*</td>
<td>Finds sites which contain all words that begin with ‘aborig’ – e.g. aborigine, aboriginal.</td>
</tr>
<tr>
<td>South Africa site:history.com</td>
<td>site:</td>
<td>Sites about South Africa, but only from the website history.com. Note there is no space between site: and the name of the website</td>
</tr>
<tr>
<td>Cold War filetype:ppt</td>
<td>filetype:</td>
<td>Results only in the specified file format (e.g. .doc, .pdf, .ppt) on the Cold War. Note there is no space between ppt: and the type of file.</td>
</tr>
<tr>
<td>define:counterculture</td>
<td>define:</td>
<td>give definitions of the term counterculture.</td>
</tr>
</tbody>
</table>

More search tips

1. **Be specific** - use words which define the topic narrowly
2. Use **phrase searching** by putting double quotation marks around the words
3. Google automatically **stems** words e.g. galaxy, galaxies
4. Google **ignores** common words the, an, for, of, etc.
5. **Word order matters** - the words gold mining are not the same as mining gold
6. **Limit to specific time**: clicking on the Search Tools panel, then selecting the appropriate time range allows you to limit to information published at a particular time.

Still not getting the information you need?

If you are not getting the right results, or are getting too many or too few results, you might need to revise your search strategy. Go back to the keywords/phrases page and try again.
If you have **too many results** you may want to:

- add additional keywords or phrases
- limit your search results by document type, date, subject (most databases and some search engines have this feature)

If you have **too few results** you may want to:

- check your spelling
- remove some of the keywords
- try alternate keywords and phrases
- try alternate databases or search engines

(University of Queensland, 2011)

**Final Tips on Finding Sources**

- Be patient and persistent.
- Look in your class notes – did your teacher give you any good sources that you can use?
- Use the school library catalogue and databases (see page 23).
- Learn how to do advanced searches on the internet and in databases (see section on Advanced search techniques).
- Refine your search terms. Try different ways of wording your searches by using synonyms. ‘Aboriginal history’ might not work as well as ‘indigenous history’ or even ‘indigenous history primary sources’.
- Sift through search results. The first set of 20 might be totally useless, but don’t stop there. The 24th one may be just what you need. Or it might be the 107th.
- Wander the library bookshelves. Find out roughly where the books are for your topic in the school library and browse through the titles of the books on the shelves. Check contents pages and the index of books. You may be surprised.
- Use contents pages and indexes in books and on websites. Your topic might not be in the contents page, but may be listed in the index.
- Talk to your friends – share sources and useful books/websites and ideas.
Databases

Databases are ‘closed’ search engines. They provide access to quality information that is generally unavailable on the open internet. While databases search in much the same way as Google, here are some extra tips specifically for databases:

**Tip 1. Choose Your Search Terms Carefully**

Databases, while extensive, aren’t as vast as Google. Therefore, think carefully about the terms that you type into the search box. These are common mistakes:

- Too many search terms: If you type too many words, you may retrieve no results, or very few results. The database is trying to find results that contain all of those words.

- Too few search terms: If you type too few words, you may retrieve too many results.

- Inappropriate search terms: If you don't type the words that are commonly used to describe the subject you are researching, you may retrieve irrelevant results.

- Incorrect spelling. Databases generally won’t be as good at correcting spelling mistakes as Google is.

**Tip 2. Limit your results**

Many databases will give you the option to limit your results.

For example, you may be able to specify that you want to retrieve only articles with full text, or articles from peer-reviewed (refereed) journals. Or you may be able to limit your results to articles published in certain years or in a particular journal.

Another advantage of databases is that each article on the database is given a unique record, which are made up of a series of fields, such as author, title, journal title(source) or subject. Field searching is another way of getting better results. You may want to look for a particular author or subject. Use the databases’ advanced search options to:

- search your keywords only if they appear in the title or subject field. This will return articles that are likely to be more relevant to your topic

- distinguish between fields. For example, “Shakespeare” as an author and “Shakespeare” as a subject.
The following shows a common record on a database. All these fields can be searched individually.

Tip 3. Snowballing
Once you have identified even one useful article, this will usually help you locate similar articles either on the database or through a search engine.

Snowballing using references
When you locate the full text of a useful article, remember to check its references or bibliography. This may point you to other useful references. Try Google to search the name of articles from the reference list.

Snowballing using subject terms
Check the database record. What are the subject terms for the record? Can you click on the descriptors, to search for other references which have the same descriptors? Or can you redo the search, using those descriptors?
If you find a useful article, chances are the references at the end of the article will lead you to more great sources. This technique is called “snowballing.”
Kenmore State High School Databases

Kenmore State High School Library currently subscribes to a range of databases. To access them, each database requires you to provide the case sensitive USERNAME and PASSWORD combinations provided below. Find direct links to each database via the Library catalogue system. The link to the library catalogue is on the school intranet. https://kenmoreshs.concordinfiniti.com/login/
Username-opac/ Password- opacuser

There are 3 types of databases, each with their own strengths and weaknesses:

1. Bibliographic databases
These are huge databases that allow access to thousands of journals with one powerful search engine

   **Expanded Academic Index**
   **ASAP**
   **Password:** research

   This database provides access to full text newspaper and magazine articles from all academic disciplines. Provides pdf, email and citation tools. Very useful for the senior levels. User guide on the next page.

2. Topic Specific Databases –
These databases are specialists in one topic – written especially for students.

   **Modern World History Online** and **Ancient and Medieval History**
   **FactsOnFile Modern World History Online**
   **Username:** kenmore
   **Password:** research

   Covers world history from the mid-15th century to the present. Hyperlinked subject entries, biographies, Images and videos, maps and charts, primary sources, timeline entries.

   **Science Online**
   **FactsOnFile SCIENCE ONLINE**
   **Username:** kenmore
   **Password:** research

   Comprehensive overview of a broad range of scientific disciplines in a variety of formats.

   **Health Reference Centre**
   **FactsOnFile Health Reference Center**
   **Username:** kenmore
   **Password:** research

   Overview articles on health topics with videos, illustration, *health in the news* section.

   **Bloom’s Literature:** Literature database, including most studied works, authors and characters. A New Shakespeare centre is a highlight of this database.

3. Internet Discovery Databases –
These databases collect excellent links to websites organised around assignment topics.

   **ECHO –Contemporary Issues** Online newspapers- useful for persuasive tasks and debating.
   Some newspapers are behind a pay-wall.

   **Username: kenmoreshs** **Password: research**
The Expanded Academic ASAP Database: User Guide

Expanded Academic ASAP is a database that provides full-text access to over 4,000 journals and magazines across all subjects. It is available to Kenmore SHS students 24 hours a day from any internet connection.

To login to Expanded Academic database follow the link below and if prompted to login for the database - username- kenmore/ Password- research

Expanded Academic Index ASAP

For more control use Advanced Search.

Choose what field to search for. Entire document or keyword will return more results. Subject or Title will return fewer results.

Limit results: limit to full text and peer-reviewed

Publication dates: You can choose to limit results to particular dates

The following videos explain some of the key functions available within Expanded Academic

Expanded Academic – Advanced Search
Expanded Academic – Understand your search results
Expanded Academic – Subject Search
Books

Although books don’t provide information as quickly as the web, they have many advantages when it comes to research:

- Each book has been selected by librarians who choose books to suit the research assignments you are given.
- Books are usually more trustworthy than websites.
- Books are organized in a helpful way (Contents, chapters, headings, index etc.).
- Many books in the library are written for a student audience in mind, making them easier to understand.

Accessing books by using the Library Catalogue

The library’s Online Public Access catalogue (or OPAC) allows you to search for and locate books in the school library by Author, Title, subject or keyword.

It can be accessed from the right hand menu of the School Intranet page.

Access the Library catalogue here

Library catalogues have very limited information about the books in the library. For example, this is a typical record for a book.

As you can see, the book is 71 pages long, but the library catalogue database does not contain any detailed information on the contents of the book. In order to find this book on the catalogue, you would need to search for a word in the title, author or subject headings.
To improve your chances of success with the Library catalogue, try these tips:

**Tip 1. Think ‘big’**

Because the library is a low volume, high quality collection, it helps to think of **broad search terms** when looking for a book. For example, if you are looking for information on *The role of women in Indonesian political life*, there may be relevant sections within a larger book about Indonesian politics or about women in Indonesia. So you might search on keywords such as: *politics Indonesia* or *women Indonesia*.

**Tip 2. Subjects are the key**

Library books are all given useful subjects in their catalogue record. Make use of the **subject headings** in the catalogue records. By clicking on a subject heading, you will be taken to more books with that subject.

**Tip 3. Ask the experts.**

Finally, if you are still having trouble **ask a librarian**, they are always willing to help.
3. SELECT

How do I identify and select relevant sources from the results of my searches?

Main features of this step:

- **Reading efficiently**
  - Skimming and scanning

- **Checking for accuracy**
  - Check the authority, currency, content and purpose of print and electronic sources

So you’ve found what look like some excellent sources of information from a database, book or on the net. So what now? This is the stage when many students struggle. Now you have to try to understand how this information will help you complete your research task. This requires some quite complicated thinking on your part. It is very unusual to find a source where 100% of the information is relevant to your task. You have to find the best bits and try to understand what the source says in order to find the parts that will be useful for your assignment.

It is important that you:

- Keep reminding yourself what questions you are trying to answer – it’s easy to get side-tracked by information that sounds interesting or clever but really has nothing to do with the task at hand.

- Keep in mind that just because it is published the information is not necessarily correct – it may be out-of-date, biased or inaccurate.

Is it going to help me complete my task?

Before you spend a long time reading the entire book, article or website, it is a good idea to **skim** and **scan** to determine whether a close look is needed.

**A. Skimming**, look at:
- List of contents and indexes
- Headings
- First and last paragraph
- Chapter summaries
- Pictures
- Site maps (Give you an overview of a website and its content)

**B. Scanning**
- Scan for words from your focus questions, search terms or hypothesis
- Use the ‘find’ function (CTRL + F) to scan for specific words within websites and PDF documents
- Scan for synonyms and word variations.
<table>
<thead>
<tr>
<th>Skimming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong></td>
<td>When you SKIM, you read quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.</td>
</tr>
<tr>
<td><strong>Why do I skim?</strong></td>
<td>Skimming allows you to read quickly to get a general sense of a text so that you can decide whether it has useful information for you. You may also skim to get a key idea. After skimming a piece, you might decide that you want or need to read it in greater depth.</td>
</tr>
</tbody>
</table>
| **How do I skim?** | 1. Read the first few paragraphs, two or three middle paragraphs and the final two or three paragraphs of a piece, trying to get a basic understanding of the information.  
2. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences.  
3. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.  
4. Remember: You do not have to read every word when you skim.  
5. Generally, move your eyes horizontally (and quickly) when you skim. |

<table>
<thead>
<tr>
<th>Scanning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong></td>
<td>When you SCAN, you move your eyes quickly down a page or list to find one specific word or phrase.</td>
</tr>
<tr>
<td><strong>Why do I scan?</strong></td>
<td>Scanning allows you to locate quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. You may need that fact or word later to respond to a question or to add a specific detail to something you are writing.</td>
</tr>
</tbody>
</table>
| **How do I scan?** | 1. Knowing your text well is important. Make a prediction about where in a chapter you might find the word, name, fact, term or date.  
2. Note how the information is arranged on a page. Will headings, diagrams, or boxed or highlighted items guide you? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?  
3. Move your eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information that you want. Look for other closely associated words that might steer you towards the detail for which you are looking.  
4. Aim for 100% accuracy!  
5. In a book the index many locate a specific word. |

Adapted from *Skimming and scanning* (Ontario Ministry of Education, 2013)
Evaluating Online Sources

The Internet has become an indispensable tool for students, educators, and researchers. However, because of the ease with which information can be published online, sometimes it can be difficult to judge which sources are reliable and which are untrustworthy.

Use the following criteria when you are judging an online source:

Accuracy

Are there any factual errors in the material? Are there any spelling or grammar mistakes? Has the information been edited and fact-checked? There may be a descriptive page about the resource that explains how it obtains and evaluates the content it provides. Remember to check a fact you find on the Internet in at least two other sources to make sure it is correct.

Authorship

How can you tell if a source is authoritative? Is the person or company publishing the information reliable and trustworthy? Look for an author's name or biography on the website. What are this person's credentials? Can this person claim authority in that field? If the information is being published by a company, is it a reputable company? Is there someone you can e-mail with questions or comments?

Examining the URL of a website can also indicate where information is coming from. Information from a .gov address is from a government site. Information from an .edu address is from an educational institution. However, the symbol ~ in a URL indicates that it is a personal address. Educational institutions often host websites for professors or students and have very little or no control over the information published on them.

Be wary about using information from user-edited websites such as Wikipedia. Remember that anyone can write or change the information on these sites. If you wish to use a fact from a user-edited website, check the fact in at least two other reputable sources to make sure it is correct.
Currency
Is the information up to date? When was the last time it was updated?
Does the Web site list a copyright date (usually at the bottom of the page)? Be careful about trusting information you find on an old website.

Also check the website for broken links. A lot of broken links can indicate that the site has not been maintained or updated for some time.

Objectivity
What is the website’s purpose? Is it solely to provide information or is it to sell a product or express an opinion? Is it biased? Are facts included? If they are included, is it to skew opinion? Different websites have very different goals. For example, you can trust information you read about heart disease on the American Heart Association's website. If a Web site is selling a new type of medicine or herb to prevent heart disease, can you trust that information? Does the website provide links to other sites? Is subject material covered at a level appropriate to the audience?

Layout
Is it easy to find information on the website? Does the website have a lot of pop-up ads and distracting advertisements? Such tools can take away from a site’s content.

After you have considered all these criteria, ask yourself DOES IT ALL MAKE SENSE? If there is any doubt, LEAVE IT OUT! There are better sources out there that you can use instead.

Adapted from Facts on File News Services (Facts on File News Services)

How do I know what’s true?
Another effective strategy for evaluating websites can be found in this video.
4. ORGANISE

How can I best organise the information I have gathered?

Main features of this step:

- **Note taking**
  - In your own words, take any notes relevant to your research subject/topic.
- **Sorting information into categories**
  - Organise your notes under keywords, headings or questions.
- **Synthesising**
  - Combine important ideas from different sources.
- **Record bibliographic details**
  - To assist in acknowledging all the sources you have used in your research.

At this stage of the research process, you’ve found sources that have some information that will help you complete your task. Now there’s a new challenge: how to organise all the information you’ve found. Is it effective to just cut and paste huge chunks of each source into your notes? Probably not, as the chunks will probably not relate exactly to your task. This may also lead to plagiarism as some of these chunks might find their way into your final assignment.

You can only use information if you understand how it fits within your focus questions. This is when some note-taking strategies can be helpful. Note taking is one of the most important skills for good research. Think of it like a detective, gathering evidence from different people. A detective doesn’t copy everything that they hear word for word, but filters and organises information so that eventually a solid picture of the situation emerges.

Good noting taking takes time and organisation. If you follow these steps you will find the next stage, presenting, a lot more productive.

**Good Note Taking Guide**

1. Skim the source first to determine its usefulness and general layout.
2. Write down full bibliographic details for the source.
3. Determine what focus question this source will help you answer.
4. Write dot points: Summarise notes from sources that will help you answer specific focus questions.

The best way to organise your research notes is to dedicate individual pages to each focus question. A great way to do this can be found on the next page.
Sample Research Notes Page

Focus Question: ________________________________________________________________

| Source: | 
|---------|---|
| Author/s: __________________________ Date of Publication: __________________________ |
| Title: ____________________________ |
| Place of Publication: __________________________ |
| Publisher/URL: __________________________ |
| Date Accessed: __________________________ |

<table>
<thead>
<tr>
<th>Keywords:</th>
<th>Notes (include page numbers):</th>
</tr>
</thead>
</table>

Evaluation of Resource:

In what ways was this resource useful?

Is this a source completely reliable? Yes/No. Why?

What gaps still exist in your understanding?
Taking Notes
Adapted from the Easybib Educator’s Blog (Taking Notes, 2012)

Taking notes is a key part of the research process because it helps you learn, and allows you to see your information in a useful, visual way.

Once you’ve found some quality sources, the next thing to do is go through them in detail. When reading through your sources, it’s important to be taking notes. Not only does the note-taking process help you learn the information, the notes themselves are an important visual aid when it comes to writing your final assessment.

There are as many ways to take notes as there are people. Everyone has a slightly different method. Some prefer to type notes on a computer, some choose to use notecards, and others prefer pen and paper. The specific tool you use to take your notes isn’t as important as the notes themselves. Choose the method that’s the most comfortable for you.

Here are the things that all good notes systems should have:

- Information about the source so you can find it again – you’ll want to write down the author, title, date published, publisher, and URL (if it’s a website).
- A way to group notes – you’ll want to be able to organize your notes in a visual way so you can arrange them in an order that makes sense.
- Spaces for you to write down quotes (direct text straight from the source), comments (your thoughts and questions) and paraphrasing (information from the text in your own words).

When taking notes, here are some things to keep in mind:

- Skim your entire source before you read it in detail. Skimming will help you understand how the document is laid out and what the main ideas are.
- Search for the subject headings in the material you’re reading and write them in your notes. They’ll help you find relevant information faster, and they’ll provide you with reference points when you review your notes later.
- Write down every fact or note that may be of use to you in your paper. Don’t write down things you already know or would never include in your finished work.
- Break down the text into small groups of paragraphs. Read each group one-by-one, taking notes between groups. Breaking up the text into smaller, bite-sized pieces will help you process the information.
- Don’t write down information from the text word-for-word. This takes too much time and prevents you from using your higher brain functions to filter out and process important information.
- If a source is too dense or has too many dates, don’t feel like you need to write every bit of information down. Make a note of where the dense parts are and move on.

The Cornell note-taking method

- The Cornell note-taking method is a great way to manage notes for a lecture or any type of source.
- The Cornell system helps you commit information to memory.

The Cornell system is done on regular notebook paper that’s divided up into four sections:
1. Record information about the source
   • This will help you to find it later.

2. Write notes.
   • Skip a line between ideas and topics.
   • Use abbreviations, sketches, symbols whenever possible.

3. Review and clarify
   • Review the notes as soon as possible after class.
   • Pull out main ideas, key points, dates, and people and write them in the left column.

4. Summarize
   • Write a summary of the main ideas in the bottom section.

QR Code: This video explains what Cornell Notes are, how to create them, and how to use them.

This example shows that Cornell notes can also be used to take great notes in class.
5. PRESENT

How can you best present and communicate your research?

Main features of this step:

- Pulling all the information together
- Checking if the information is relevant to the original question
- Communicate and present your information/research in the required genre
- Considering sense of purpose and audience
- Referencing your sources

Each assignment requires you to present your information in a specific genre:

- Essay
- Short story
- Diary or letter
- Newspaper report
- Script for a radio play/show
- Monologue or short play
- Debate speech or skit.
- Short video or film
- PowerPoint presentation

Each genre has specific requirements that your teacher will explain. Now is a great time to revisit your task sheet and ask for clarification of anything you're not sure about.

As a general rule, you should try to:

- Create a logical, coherent flow of ideas.
- Ensure information is relevant and meets the objectives and assessment criteria of the task.
- Draft and edit the information.
- Compile a bibliography to acknowledge your sources of ideas and information.
Style Guide – Successful Essay Writing

This section has some general guidelines that should be followed whenever you are required to write an essay. However, when writing an essay, the first step is to be clear on the requirements of the task and the genre of the essay you are writing. Analytical, Discursive, Persuasive … each has strict requirements regarding tone / structure. Ask if you are unclear.

General rules:

- Stick to short, clear sentences which contain only one idea. Simple is better than wrong.
- Use clear, accurate vocabulary – DO NOT use fancy thesaurus-found words which you think will sort of fit.
- ...but do seek to expand your vocab and use stylish, impressive language correctly.
- Use present tense when writing about texts. Use past tense when writing about historical events.
- Avoid first person ‘I / My’.
- Keep your distance! Refer to content in 3rd person. ‘The audience...’ / ‘those close to the event...’
- Never write ‘this essay will...’ or similar.
- Instead, aim to make a robust THESIS statement which aims towards a thorough handling of the question.
- Use the BETS / TEPEE / ATE or similar formal structure for intro / body paragraphs / conclusion.
- Use TOPIC SENTENCES which refer to your thesis and introduce the paragraph’s focus.

Connectives – use these at the start of sentences, not in the middle!

ADDING TO A POINT

Also,
Similarly,
Furthermore,
Moreover,
In addition,

CHANGING DIRECTION

However,
In contrast,
By contrast,
On the other hand,
Nevertheless,
Whereas .... ,

HAMMERING HOME

Thus,
Therefore,
Hence,
Consequently,
Accordingly,
As a result,
On balance,
Use adverbs as connectives to add colour.

Interestingly,
Strangely,
Significantly,
Unexpectedly,
Surprisingly,
Predictably,
Ironically,

Ways to vary vocab in an analytical essay:

**Powerful**
Strong, evocative, emotive, vivid, glowing, vibrant, alive, stunning, intelligent, bright, lucid, perspicacious, vibrant, poetic, romantic, lofty, passionate, tender

**Create**
Depict, convey, delineate, illustrate, describe, outline, express

**Connection**
Relationship, bond, unity, bridge, link, tie

**Image**
Picture, reflection, perspective, concept, description, outline, portrait, portrayal, illustration, symbol, emblem, motif

Be careful when using synonyms!
This video shows what can go wrong if you rely too heavily on a thesaurus!

Ways to avoid writing ‘I think that…’ or ‘in my opinion…’ in an argumentative essay:

It can be argued/suggested that . . .
The facts suggest/reveal that . . .
Most experts agree that . . .
X is correct in arguing that . . .
Although X disagrees, most would argue that . . .
Popular opinion does not support . . .
With some exceptions, most would agree that . . .
Source materials claim that . . .
It could be suggested that . . .
With this in mind, it is clear that . . .

Ways to counter opposing viewpoints:

However, this is an oversimplification.
These stories painted a very emotional picture, but unfortunately they don’t reflect the whole truth.
The opposition chose to focus on (...) because it makes their argument easy.
But of course, we all know that (...)  
In reality, the situation is much more complex
These statistics only show part of the story. And it’s not the part which is most important.
Ways to demonstrate your interpretation of key words/terms

This suggests...
It can be inferred...
In summary...
This term can be defined as...
Definitions vary but...
The most common definition of... is...
From X's point of view, this means...

Ways to Show Your Analysis of a Question/Hypothesis

Similarities are evident...
Differences are evident...
A pattern can be identified...
X is like Y in that...
A trend can be identified...
Most writers agree/disagree that...
Some writers...
Theories of... support the argument that...
Acknowledging Sources

Plagiarism
A clear understanding of plagiarism, how it occurs and its consequences are important concerns for successful researchers. Plagiarism means:

“To take someone’s ideas and present them as your own, without proper acknowledgement"
(Marshall & Rowland, 1998, p.5)

The strong temptation to ‘copy and paste’ the ideas of others and present them as our own is understandable in the information age: there are literally thousands of sources available with well-written ideas relevant to your assignments. However, giving in to this temptation severely limits your knowledge and skills for later in life.

- Your capacity for independent thinking and self-confidence are reduced.
- Your research skills fail to develop.
- Your knowledge of a subject doesn’t get to a level that will allow you to move on to further study.
- You risk being caught out and punished.

By avoiding plagiarism, you challenge yourself to develop your own point of view not copy someone else’s.

We research in order to improve our own growing understanding of a topic, not to substitute it with someone else’s. In every assignment it is your writing and your ideas that your teacher is trying to assess. You may be required to support your work with the ideas of others, but you need to indicate where you have done this. Not doing this, whether intentionally or unintentionally, may result in an accusation of plagiarism.

Plagiarism applies not only to words and phrases, but to ideas such as arguments, plots, characters and creative works such as songs and paintings. Whether you directly copy large amounts of texts, or use shorter parts of another’s works and simply filling in the gaps, or use another’s ideas, is all plagiarism unless you give credit to the original author.
You can avoid plagiarism by:

- Start researching early, allowing time to create your own point of view from the many that are available.
- When making notes, avoid copying and pasting directly from the source – by summarising ideas and arguments in your own words you will develop your own understanding.
- Keeping an ongoing record of all the sources you use.
- Using quotation marks around everything that comes directly from a text or article.
- Correctly paraphrasing and acknowledging original ideas.
- Correctly referencing all sources used.

Adapted from the Clickview Video “Understanding Palgiarism and its Consequences” (Leunig & Breitenmoser, 2011)

Referencing

Whenever we use other people’s words and ideas for a research assignment we need to identify the source of our information. This is called referencing.

Why reference?

Apart from allowing us to use other people’s work without plagiarism, we reference to:

- Strengthen our own ideas by showing there are others who have the same or similar ideas.
- Allow others to check our statements are correct.
- Allow others to find the original sources if they want to find out more information.
- Acknowledge the hard work others do to create original works.

You must reference whenever you:

- Summarise or directly quote someone’s spoken or written words.
- Use another person’s ideas, opinions, or theories.
- Make use of pieces of information, such as statistics, graphs, drawings, that are not common knowledge.

Adapted from the UQ Library’s ‘How-to Guides’ (University of Queensland Library, 2011)
Citations and bibliographies

The Rules of Referencing

There are different styles that researchers are required to use when they are referencing. Kenmore State High School uses the APA style but other schools and universities may use a different one. Each style includes a strict set of rules for correct referencing. All styles have 2 parts:

- **Citations** or *in-text references*: rules for referencing ideas as they appear in your assignment.
- **Reference lists** or *Bibliographies*: rules for listing all your sources at the end of your assignment.

Put simply, citations are short entries that appear whenever a source is used in an assignment. They point the reader to the full details of the source in the reference list.

What is a Citation?

A citation (also known as an *in-text reference*) is a short reference indicating where you obtained ideas as they appear within your assignment. A citation can be *direct* or *indirect*

- Direct citation: a source’s exact words (in quotation marks).
- Indirect citation: uses ideas and concepts from the source and reforms them in your own words (also known as paraphrasing).

A citation is also required when reproducing a table, diagram or image from another work.

Adapted from the UQ Library’s ‘How-to Guides’ (University of Queensland Library, 2011)

Citations in APA style

The APA Style requires that you use citations to identify the author of the original idea and the date of publication. A page number is included if you have a direct quote, paraphrase a passage or you want to direct the reader to a specific page or idea. The basic format for a citation is (Author, Year, Page). You may also introduce the Author’s name before the quote but have the date and page afterward (see example 4). For example, this paragraph demonstrates both direct and indirect citations:
Example APA Citations

The discovery of Tutankhamen’s tomb was one of the most important events in Egyptian archaeology. The tomb, discovered by Howard Carter in 1922 (Murdoch, 1998), is the best preserved royal tomb ever found (KingtutOne, 2010). It gave archaeologists an insight into Egyptian life that had not been possible before (Marchant, n.d.). According to Bahn “the tomb of Tutankhamen is one of the most astounding discoveries of this or any other century” (1996, p.192).

Example 1: Indirect citation needed for facts (in this case, a date)

Example 2: Indirect citation needed for opinions (‘best preserved’)

Example 2 cont.: as there was no author, the name of the website is used instead

Example 3: use n.d. (no date) to indicate that no date of publication was listed for this source

Example 4: Direct citation – this quote appears exactly how it appears in the source, with the author mentioned before the quote and the date and page number provided in brackets afterwards

Further Examples

For example, you may want to use this information that is on page 27 of a book written by Sally Kline in 2009:

As the director, producer, writer, editor, technology innovator, and entrepreneur, the controversial George Lucas may well be the most identifiable and popular film maker in the history of the medium.

In order to correctly incorporate these ideas into your writing, you have the following options:

- Direct Citation – exact reproduction of the original authors words

Method 1: All reference information before the quote
According to Kline (2009, p. 27) “George Lucas may be the most identifiable and popular film maker in the history of the medium”.

Method 2: All reference information after the quote
“George Lucas may be the most identifiable and popular film maker in the history of the medium” (Kline, 2009, p. 27).

George Lucas has been described as “controversial” (Kline, 2009, p. 27).

Method 3: Reference information before and after the quote
According to Kline “George Lucas may be the most identifiable and popular film maker in the history of the medium” (2009, p. 27).
• Indirect Citation – Summary of the ideas of the original author

George Lucas could be the most recognisable film maker in history (Kline, 2009).

According to Kline (2009) George Lucas has had many different jobs in the movie business.

What is a bibliography or a reference list?

A bibliography is a list of all the sources that have citations within your assignment. Each source reference has all the information needed for anyone who reads your assignment to find the sources that you refer to.

Generally each source reference has 4 sections:

1. Author names
2. Publication date
3. Title of work
4. Other publication data

Example source reference for an article

Each of these sections will contain different information depending on: the type of source; the number and type of authors; the amount of information provided to you by the source.

(Illinois Institute of Technology, 2013)
Where to find the information you need to complete your references.

If your source is a book.

When creating an APA source reference for a book generally you are required to include this information:

- Author(s)
- Year of first publication (not the reprinting date)
- Title
- Publisher
- Place of publication

You will find this information on the title page (usually the page just inside the cover) or verso title page (reverse side of the title page).

![Title page and verso title page](Southern Cross University, 2013)

If the information you use was from a chapter by a different author within the book, you also need to provide the title and authors of the chapter. See example on the following pages.
If your source is a website

When creating an APA reference for a website generally you are required to include this information:

- Author (if not listed, then the company or organisation who is responsible)
- Year of creation or revision
- Title of document/page
- Title of the site where the document is held
- Date you accessed the site (day, month, year)
- The URL (the link to the site)

You can usually find this information by scanning around the perimeter of the page:

Example web page (Southern Cross University, 2013)

Once you have this information it is time to create your reference list. You must strictly follow the APA style which provides clear rules about how each reference needs to be formatted. See the following examples:
Referencing using Microsoft Word
Like many beginning researchers, you may be finding following APA referencing rules confusing. Fortunately there is software that makes the process much easier. Microsoft Word, for example, has an excellent feature called ‘Citations and Bibliography’ that will help you create citations and reference lists perfectly in any style, including APA.

This video gives a quick introduction to this feature.

Example Reference List or Bibliography (APA Style)

Website

Website (online newspaper)

Book

Chapter within a book

- Notice that all the references are in alphabetical order based on the first letter of the entry
- n.d. stands for “no date” – no date of publication was available on the website
- Different information for websites: retrieval date and URL
- Because this last source was a chapter from a book, the reference must include the title and author of the chapter and the title and author of the book itself
Guide to Common Citations and Reference list entries in APA format

This section outlines the citation and reference entries for common sources in APA style.

<table>
<thead>
<tr>
<th>Source</th>
<th>How to cite</th>
<th>How to reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td><em>One author</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> Great searching techniques are essential (Berkman, 1994)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct:</strong> Berkman (1994, p. 25) claimed that “search is the most important skill students can have”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Two to six authors</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> It is futile to maintain that the sexes are interchangeable (Moir &amp; Jessel, 1991)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct:</strong> Moir and Jessel (1991, p.30) found students “could not be interchanged”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Chapter</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Use the chapter authors, NOT the editors of the book</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> (Baker &amp; Lightfoot, 1993)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct:</strong> (Baker &amp; Lightfoot, 1993, p. 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Web page - with author</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> (Atherton, 2005)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct:</strong> according to Atherton “behaviour stems from personality” (2005, p. 66)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
<tr>
<td>Source Type</td>
<td>How to cite</td>
<td>How to reference</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Use title instead of author name</td>
<td><strong>Direct:</strong> (Behaviour modification, 2007, p. 3)</td>
<td></td>
</tr>
<tr>
<td>Webpage – no date</td>
<td><strong>How to cite</strong></td>
<td></td>
</tr>
<tr>
<td>Use n.d. instead of the year</td>
<td>(Society of Clinical Psychology, n.d.)</td>
<td></td>
</tr>
<tr>
<td>Webpage – corporate author</td>
<td><strong>How to cite</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Indirect:</strong> (Queensland Health, 2008)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Direct:</strong> As stated by Queensland Health (2008),</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
<tr>
<td>Article from a Database</td>
<td><strong>How to cite</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Wharton, 1996)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>How to reference</strong></td>
<td></td>
</tr>
</tbody>
</table>
Advanced In-Text Referencing

The APA Style requires that you identify an author, year and page number. The basic format for an in-text reference is (Author, Year, Page). For example:

“...literally means ‘apartness’, and it represented the codification in one oppressive system of all the laws and regulations that had kept Africans in an inferior position to whites for centuries” (Mandela, 1994, p. 127).

Note that the reference is included as part of the sentence (i.e. it is within the full stop).

You can also integrate the name of the author into the text of your assignment. For example:

Mandela has written that “...literally means ‘apartness’, and it represented the codification in one oppressive system of all the laws and regulations that had kept Africans in an inferior position to whites for centuries” (1994, p. 127).

As you have already identified the author in the text of your essay, you do not need to include it in the reference.

Remember that you need not always use a direct quote. You can paraphrase (reword) the original quote, but this still requires an in-text reference. No inverted commas are used, because you have not quoted directly from the source. For example:

Apartheid means ‘apartness’ and refers to the system of laws and regulations that created white superiority over African natives (Mandela, 1994, p. 127).

You can also include multiple references in the text of your reference. This can be a way to show that sources corroborate. Insert both references in the brackets, separated by a semi-colon. For example:

Apartheid means ‘apartness’ and refers to the system of laws and regulations that created white superiority over African natives (Mandela, 1994, p. 127; Gilligan, 1997, p. 3).

Using references to develop your point of view

Merely correctly citing information from sources in your writing will not automatically improve the strength of your argument, point-of-view or message. Sources must be used in context, that is, whenever you need an expert to support or demonstrate what you’re trying to say.
WAYS TO DEMONSTRATE YOUR INTERPRETATION OF SOURCE MATERIALS

- Source X clearly demonstrates that . . .
- The X source reveals that . . .
- The primary/secondary source material shows that . . .
- Source X tends to suggest that . . .
- Source X is (un)biased/(un)balanced/(un)reliable/(ir)relevant because . . .
- Source X only reveals the . . . side of the argument, where source Y is more balance because . . .
- Sources X, (Y, and Z) support(s) the argument that . . . because . . .
- Source X supports the argument that . . . while source Y supports the argument that . . ., but on the whole . . .
- As seen in Source X . . .

Constructing a Strong Argument using sources – A Step-By-Step Guide for SOSE subjects (History, Geography, Civics)

Remember that you always need to support/justify your arguments. For example, if you write . . .

Hitler used intimidation to force people to vote for the Enabling Act.

. . . then you need to justify this claim with a source. A BAD way of doing this is to say . . .

Hitler used intimidation to force people to vote for the Enabling Act.
This can be seen in Source A. OR EVEN WORSE: Hitler used intimidation to force people to vote for the Enabling Act (Source A).

You MUST refer to a specific part of the source to do this. A quote is usually best . . .

Hitler used intimidation to force people to vote for the Enabling Act.
For example, source A notes that “the Kroll Opera House was crawling with armed SA and SS men” (1999, p. 45).

This is BETTER, but still needs work, because it does not give the context / background of the source – in other words it does not ‘introduce’ the author and context of the source . . .

Hitler used intimidation to force people to vote for the Enabling Act.
Wilhelm Hoegner in his description of the voting for the Enabling Act noted that “the Kroll Opera House was crawling with armed SA and SS men” (Hoegner, 1963 cited in Brooman, 1996, p. 60).
This is BETTER AGAIN, but to improve on this we need to insert a few well-chosen words to indicate something about Hoegner’s background that shows our analysis of the source (e.g. for reliability and representativeness) . . .

Hitler used intimidation to force people to vote for the Enabling Act. Wilhelm Hoegner, a Social Democrat politician in his clearly anti-Nazi description of the voting for the Enabling Act noted that “the Kroll Opera House was crawling with armed SA and SS men” (Hoegner, 1963 cited in Brooman, 1996, p. 60).

This is EVEN BETTER, but one extra step is missing – a link between the argument and source (in other words, you need to explain why this source backs up your argument) . . .

Hitler used intimidation to force people to vote for the Enabling Act. Wilhelm Hoegner, a Social Democrat politician in his clearly anti-Nazi description of the voting for the Enabling Act noted that “the Kroll Opera House was crawling with armed SA and SS men” (Hoegner, 1963 cited in Brooman, 1996, p. 60). This demonstrates that Hitler used intimidation, through armed SA and SS soldiers, to force members of rival political parties to pass the Enabling Act.

Believe it or not this paragraph can still be BETTER – a link back to the hypothesis is needed.

Hitler used intimidation to force people to vote for the Enabling Act. Wilhelm Hoegner, a Social Democrat politician, in his clearly anti-Nazi description of the voting for the Enabling Act, noted that “the Kroll Opera House was crawling with armed SA and SS men” (Hoegner, 1963 cited in Brooman, 1996, p. 60). This demonstrates that Hitler used intimidation, through armed SA and SS soldiers, to force members of rival political parties to pass the Enabling Act. Based on this evidence, a pattern can be identified which shows that Hitler used intimidation to force people to vote for the Enabling Act. This clearly shows that Hitler used coercion to ensure support.
Laying out your Assignment
Although you should check your task sheet for specific instructions, assignments should always be neat and legible. They should generally be in 12 point, Times New Roman font, in double or one-and-a-half line spacing.

In Microsoft Word 2010, this icon on the Home tab allows you to change the line spacing:

To use it, highlight all of your assignment and use this button to change the line spacing to ‘2.0’

Draft Feedback
Feedback on your draft will be vital in ensuring you meet the requirement of the task. However, you will only get the most out of this stage if your draft is as good as possible. Handing in an unfinished draft will leave lots of questions about how well you are going for both you and your teacher.

Pre-draft Checklist
Items to check before you submit your assignment draft:

- Have you done everything your task sheet requires you to do?
- Is your purpose/aim and argument clear from the beginning?
- Have you developed your ideas in a logical sequence?
- Have you acknowledged all references?
- Is referencing correct and consistent?
- Have you checked your expression, spelling and punctuation?
- Have you used the form and expression most appropriate to the topic?
- Have you kept to the required number of words?
- Have you kept a copy of your assignment on a USB, email attachment, hard disk or on paper in case the original is lost?
6. REFLECT

What have I learned from this experience?

Main features of this step:

- **Self-assessing**
  - How good is my final product?
- **Reflecting on the process**
  - What did I do well? What do I need to work on?
- **Goal Setting**
  - What will I do next time?

So you’ve handed in your assignment, congratulations! Make sure you schedule some time to enjoy the satisfaction of a job well done. But before you move on, take a minute to think about the process you just undertook.

- If you could go back to when you started and give yourself some advice, what would it be?
- Is there a tip that could have saved you a lot of time and stress?
- Was there a task that took more time than you expected?
- Did you experience any ‘Eureka!’ moments where everything suddenly worked or made sense?
- Was there anything you rushed at the end that probably deserved more time?

Store all these reflections somewhere in your mind so that they can be used for your next assignment.

“Life can only be understood backwards; but it must be lived forwards.”
– Søren Kierkegaard
REFLECT ON YOUR RESEARCH

What did I learn from the Research Task?

Think about your performance at each stage of research. How well did you do?

<table>
<thead>
<tr>
<th>What I Did well</th>
<th>What I could improve next time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Defining</strong></td>
<td></td>
</tr>
<tr>
<td>What do I really need to do?</td>
<td></td>
</tr>
<tr>
<td><strong>Locating</strong></td>
<td></td>
</tr>
<tr>
<td>Where can I find the information I need?</td>
<td></td>
</tr>
<tr>
<td><strong>Selecting</strong></td>
<td></td>
</tr>
<tr>
<td>What information should I use?</td>
<td></td>
</tr>
<tr>
<td><strong>Organising</strong></td>
<td></td>
</tr>
<tr>
<td>How do I make sense of this information?</td>
<td></td>
</tr>
<tr>
<td><strong>Presenting</strong></td>
<td></td>
</tr>
<tr>
<td>How do I show others what I’ve found out?</td>
<td></td>
</tr>
</tbody>
</table>

- Identify the research skills and knowledge that you developed and acquired during your research. What do you think you did better this time?

- Identify the research skills that need improvement. What skills do you need to improve in the future?
Bibliography

http://content.easybib.com/students/writing-guide/ii-research/e-taking-notes/

Big6. (2013). What is the Big6? Retrieved September 2, 2013, from The Big6:
http://big6.com/pages/about.php

Today's Science: http://www.2facts.com/article/trcs00000093

Illinois Institute of Technology. (2013). Documentation and Citation Guidelines. Retrieved November
14, 2013, from The Research Paper Toolbox:
http://mypages.iit.edu/~aroback/research_paper/style/style4.html

and its Consequences [Motion Picture].

Press.

Metropolitan East Disadvantaged Schools Program. (1989). The Discussion Genre. Sydney:
Metropolitan East Disadvantaged Schools Program.


Southern Cross University. (2013, August 1). Referencing. Retrieved November 13, 2013, from

Google and Google Scholar: http://www.library.uq.edu.au/how-to-guides/google-and-
googlescholar


from Create a Search Strategy: http://www.library.uq.edu.au/how-to-guides/create-search-
strategy

Learning Library Centre: http://www.usg.edu/galileo/skills/unit02/index.phtml