1. Explain badges for library instruction

Link to the video tutorial regarding microcredentials (Badges) in this class:

Link to video tutorial regarding microcredentials (badges:
https://mediaspace.minnstate.edu/media/microcredentialing+%28badges%29+explianed-+February+5th+2020%2C+11A32A45+am/1_zk2mr99m

My name is Plamen Miltenoff (https://web.stcloudstate.edu/pmiltenoff/faculty/) and I am the InforMedia Specialist with the SCSU Library (http://blog.stcloudstate.edu/ims/free-tech-instruction/).

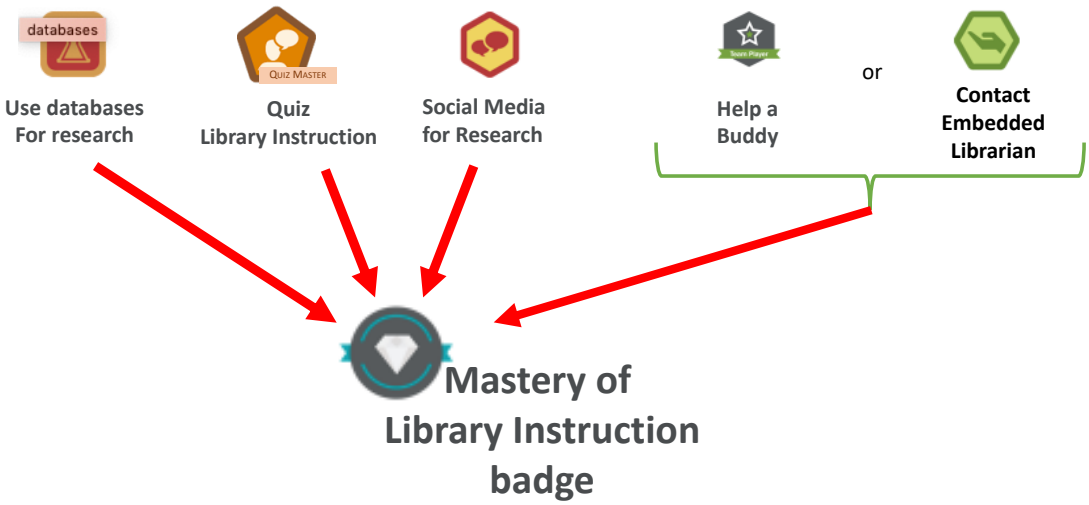
Dr. Sivaprakasam and I are developing a microcredentialing system for your class.

The "library" part has several components:

- One badge for your ability to use the databases and find reliable scientific information in your field (required)
- One badge for completing the quiz based on the information from this library instruction (required)
- One badge for your ability to use social media for a serious, reliable, scientific research (required)
- One badge for using the D2L "embedded librarian" widget to contact the librarian with questions regarding your class research (one of two optional)
- One badge for helping class peer with his research (one of two optional)

Collecting two of the required and one of the optional badges let you earn the superbadge "Mastery of Library Instruction."

The superbadge brings points toward your final grade.



For the remaining of the class, please collect the superbadge by:

- Providing at least 5 peer-reviewed articles regarding your course project to earn the "use databases for research" badge	databases
- Completing correctly at least 80% of the quiz	
- Providing proof of participation at least in one LinkedIn professional group from your field	
- Either contact the embedded librarian with questions regarding your research or - Provide proof of helping a class peer with their research	or

Once you acquire the badges, Dr. Sivaprakasam will reflect your achievement in D2L Grades.
If you are building a LinkedIn portfolio, here are directions to upload your badges in your LinkedIn account using Badgr:
https://community.brightspace.com/s/article/Sharing-Badges-in-Brightspace

Please do remember we are still developing the system and we will appreciate your questions and feedback; do not hesitate to contact us, if any...

LIBRARY INSTRUCTION – Information, Digital and Media Literacy
Link to video tutorial:
https://mediaspace.minnstate.edu/media/library+instruction+-+February+5th+2020%2C+11A40A19+am/1_a1ndjxld

2. How (where from) do you receive your news? Do you think you are able to distinguish real news from fake news?
    a. Last year, researchers at Oxford University found that 70 countries had political disinformation campaigns over two years.
    http://blog.stcloudstate.edu/ims/2020/01/20/bots-and-disinformation/
    b. according to Pew Research Center, 68 percent of American adults get their news from social media—platforms where opinion is often presented as fact.
    results of the international test revealed that only 14 percent of U.S. students were able to reliably distinguish between fact and opinion.
    http://blog.stcloudstate.edu/ims/2020/01/16/fake-news-prevention/

    News and Media Literacy (and the lack of) is not very different from Information Literacy

An "information literate" student is able to "locate, evaluate, and effectively use information from diverse sources." See more About Information Literacy.

How does information literacy help me?

Every day we have questions that need answers. Where do we go? Whom can we trust? How can we find information to help ourselves? How can we help our family and friends? How can we learn about the world and be a better citizen? How can we make our voice heard?

The content of the tutorial is based on the Information Literacy Competency Standards for Higher Education as approved by the Board of Directors of the *Association of College and Research Libraries* (ACRL).

The standards are:

Standard 1. *The information literate student determines the nature and extent of the information needed*

Standard 2. *The information literate student accesses needed information effectively and efficiently*

Standard 3. *The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system*

Standard 4. *The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose*

Standard 5. *The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally*

Project Information Literacy
A national, longitudinal research study based in the University of Washington's iSchool, compiling data on how college students seek and use information.

3. Developing Your Research Topic/Question

Research always starts with a question. But the success of your research also depends on how you formulate that question. If your topic is too broad or too narrow, you may have trouble finding information when you search. When developing your question/topic, consider the following:

- Is my question one that is likely to have been researched and for which data have been published? Believe it or not, not every topic has been researched and/or published in the literature.
- Be flexible. Consider broadening or narrowing the topic if you are getting a limited number or an overwhelming number of results when you search. In nursing it can be helpful to narrow by thinking about a specific population (gender, age, disease or condition, etc.), intervention, or outcome.
- Discuss your topic with your professor and be willing to alter your topic according to the guidance you receive.

https://youtu.be/ea4eF3WNN2M

4. Getting Ready for Research
   Library Resources vs. the Internet
   How (where from) do you receive information about your professional interests?
   Advantages/disadvantages of using Web Resources
   Evaluating Web Resources
   a. Google or similar; Yahoo, Bing
   b. Google Scholar
   c. Reddit, Digg, Quora
   d. Wikipedia
   e. Become a member of professional organizations and use their online information

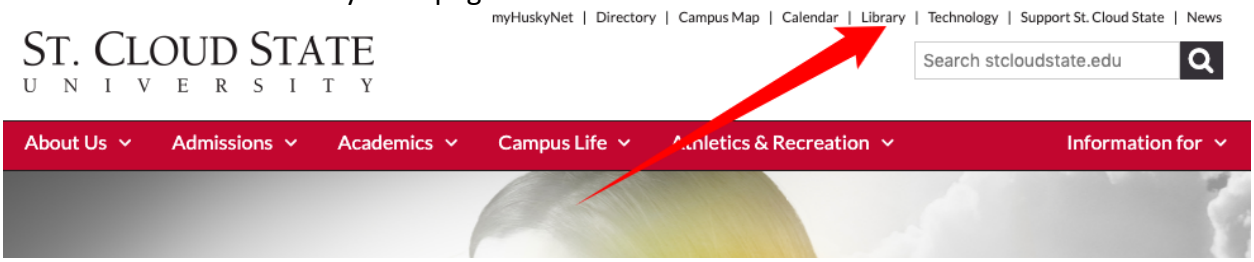
f. Use the SCSU library page to online databases

5. Building Your List of Keywords
   a. Why Keyword Searching?
      Why not just type in a phrase or sentence like you do in Google or Yahoo!?
      i. Because most electronic databases store and retrieve information differently than Internet search engines.
      ii. A databases searches fields within a collection of records. These fields include the information commonly found in a citation plus an abstract (if available) and subject headings. Search engines search web content which is typically the full text of sources.
   b. The bottom line: you get better results in a database by using effective keyword search strategies.
   c. To develop an effective search strategy, you need to:
      i. determine the key concepts in your topic and
      ii. develop a good list of keyword synonyms.
   d. Why use synonyms?
      Because there is more than one way to express a concept or idea. You don't know if the article you're looking for uses the same expression for a key concept that you are using.
   e. Consider: Will an author use:
      i. Hypertension or High Blood Pressure?
      ii. Teach or Instruct?
      iii. Therapy or Treatment?

Don't get "keyword lock!" Be willing to try a different term as a keyword. If you are having trouble thinking of synonyms, check a thesaurus, dictionary, or reference book for ideas.

Keyword worksheet

6. Library Resources
   How to find the SCSU Library Website
   SCSU online databases
   a. SCSU Library Web page



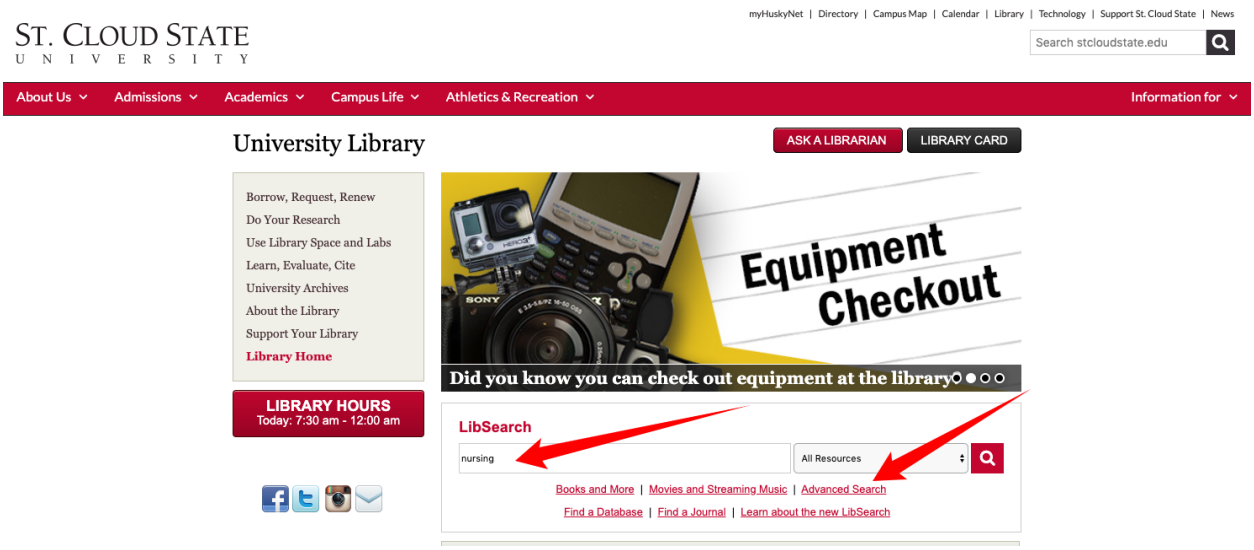
**** !!!!!!!!! *********

Test your knowledge:

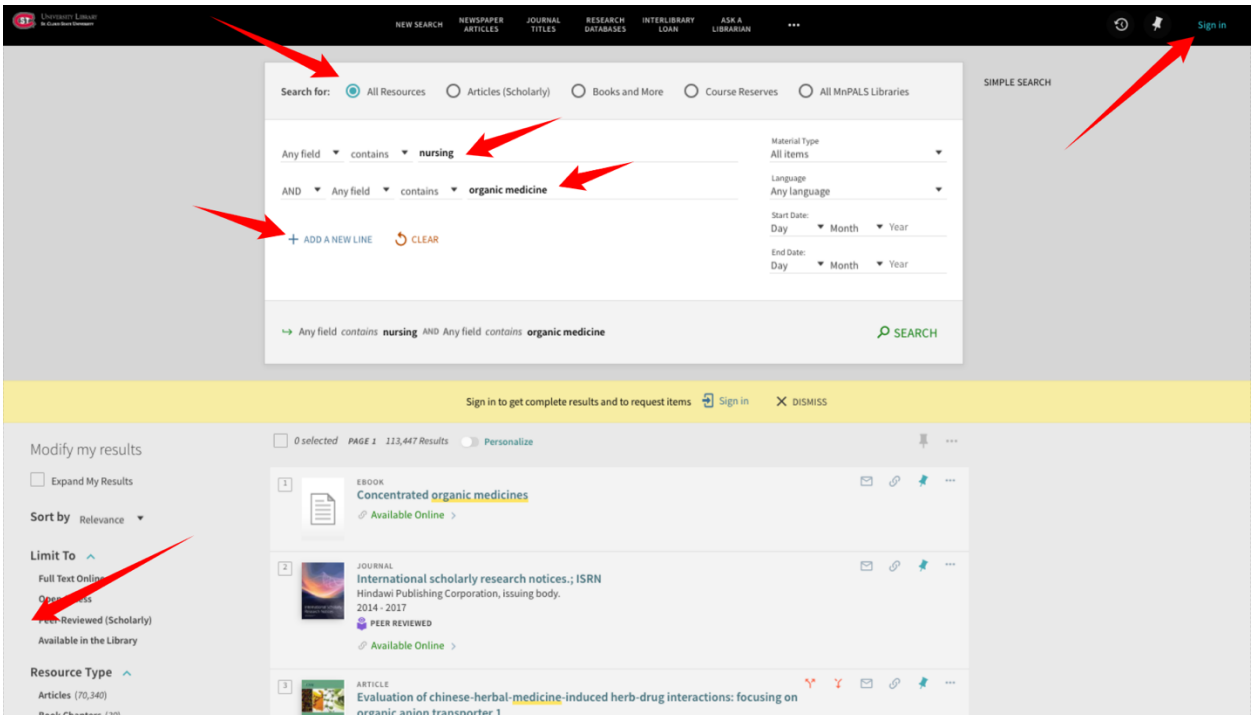
https://docs.google.com/presentation/d/1JEx1b38wly31hgMW28B3PIZ69ApR9hA4XIaFgOL6Nks/edit?usp=sharing
***** !!!!!!!!! *********

7. Basic Research Skills
   Locating and Defining a Database
   Database Searching Overview:

You can search using the SCSU library online dbases by choosing:
Simple search
Advanced search



8. Identifying a Scholarly Source


NEW SEARCH
NEWSPAPER ARTICLES
JOURNAL TITLES
RESEARCH DATABASES
INTERLIBRARY LOAN
ASK A LIBRARIAN
Sign in
Search for:
All Resources
Articles (Scholarly)
Books and More
Course Reserves
All MnPALS Libraries
SIMPLE SEARCH
Any field contains nursing
AND Any field contains organic medicine
ADD A NEW LINE
CLEAR
Material Type
All items
Language
Any language
Start Date:
End Date:
Day Month Year
Any field contains nursing AND Any field contains organic medicine
SEARCH
Sign in to get complete results and to request items
Sign in
DISMISS
Modify my results
Expand My Results
Sort by Relevance
Limit To
Full Text Online
Peer Reviewed (Scholarly)
Available in the Library
Resource Type
Articles (70,340)
0 selected PAGE 1 113,447 Results
Personalize
EBOOK
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Available Online
JOURNAL
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Hindawi Publishing Corporation, issuing body.
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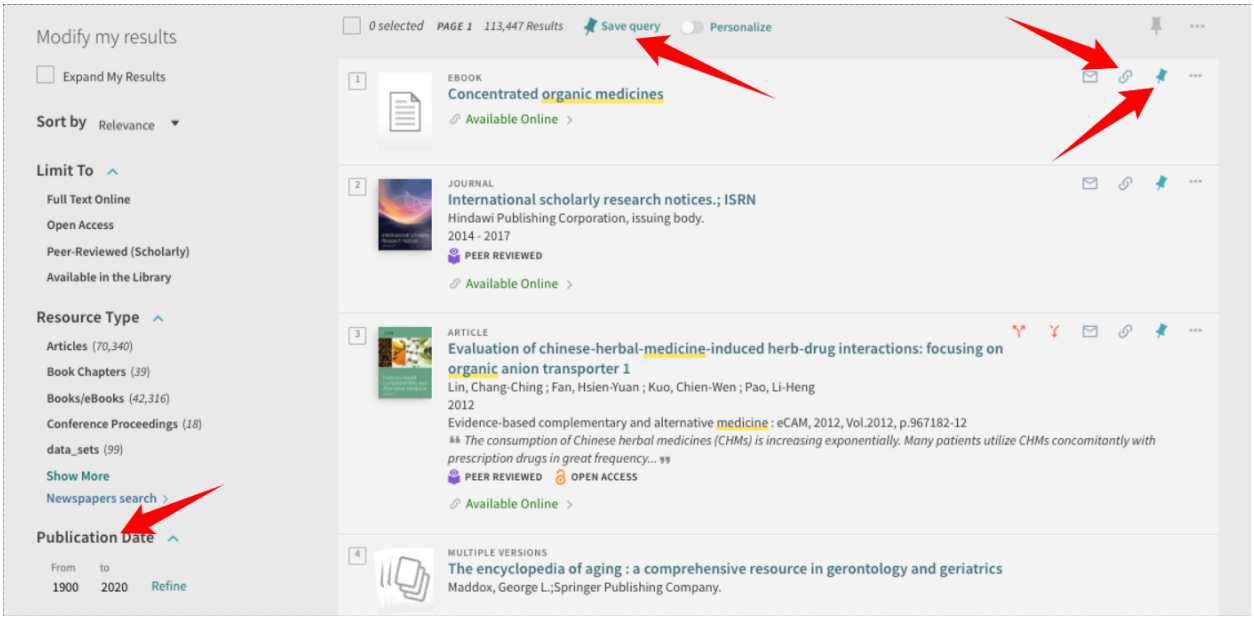
Available Online
ARTICLE
Evaluation of chinese-herbal-medicine-induced herb-drug interactions: focusing on


Modify my results
Expand My Results
Sort by Relevance
Limit To
Full Text Online
Open Access
Peer-Reviewed (Scholarly)
Available in the Library
Resource Type
Articles (70,340)
Book Chapters (39)
Books/eBooks (42,316)
Conference Proceedings (18)
data_sets (99)
Show More
Newspapers search
Publication Date
From 1900
to 2020
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Concentrated organic medicines
Available Online
JOURNAL
International scholarly research notices.; ISRN
Hindawi Publishing Corporation, issuing body.
2014 - 2017
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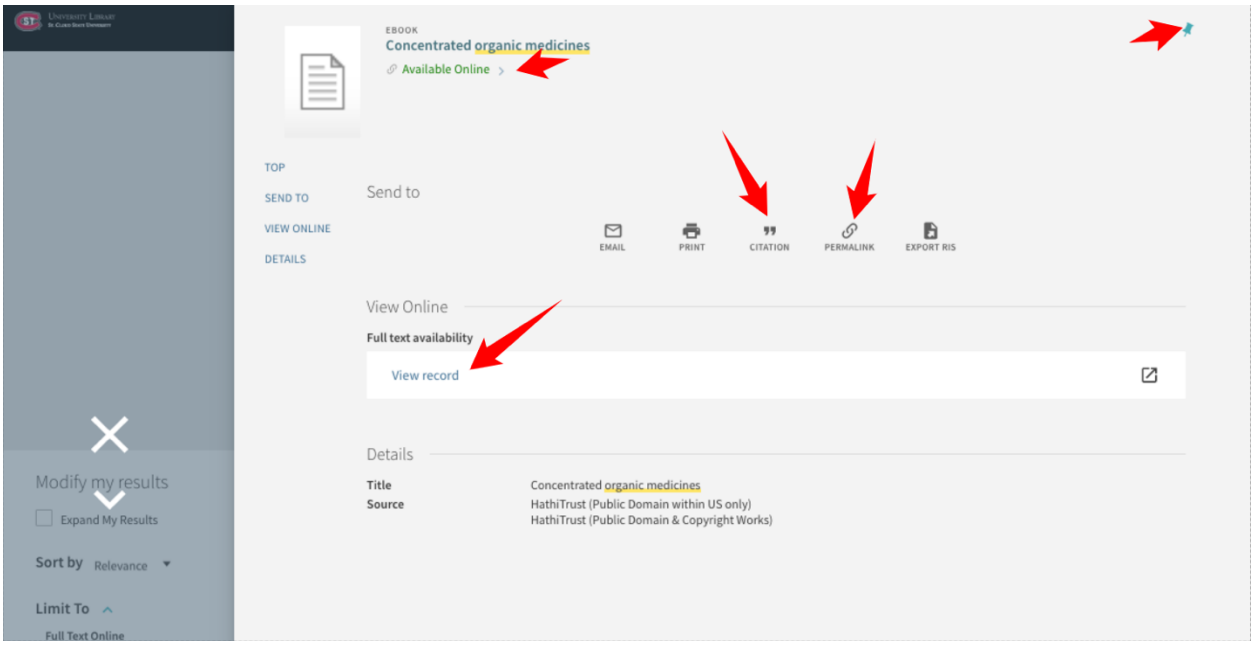
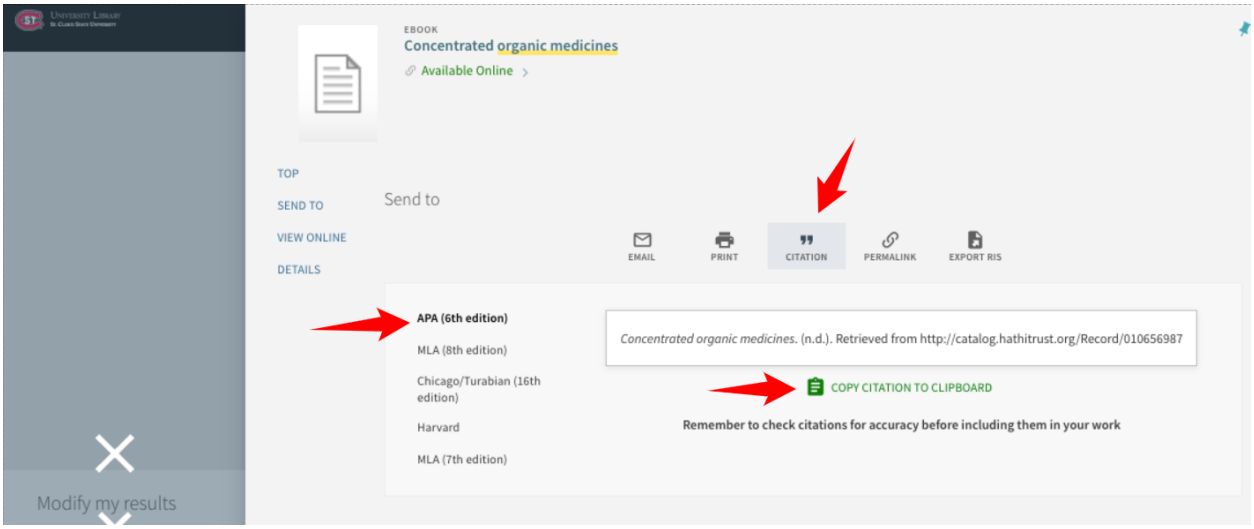
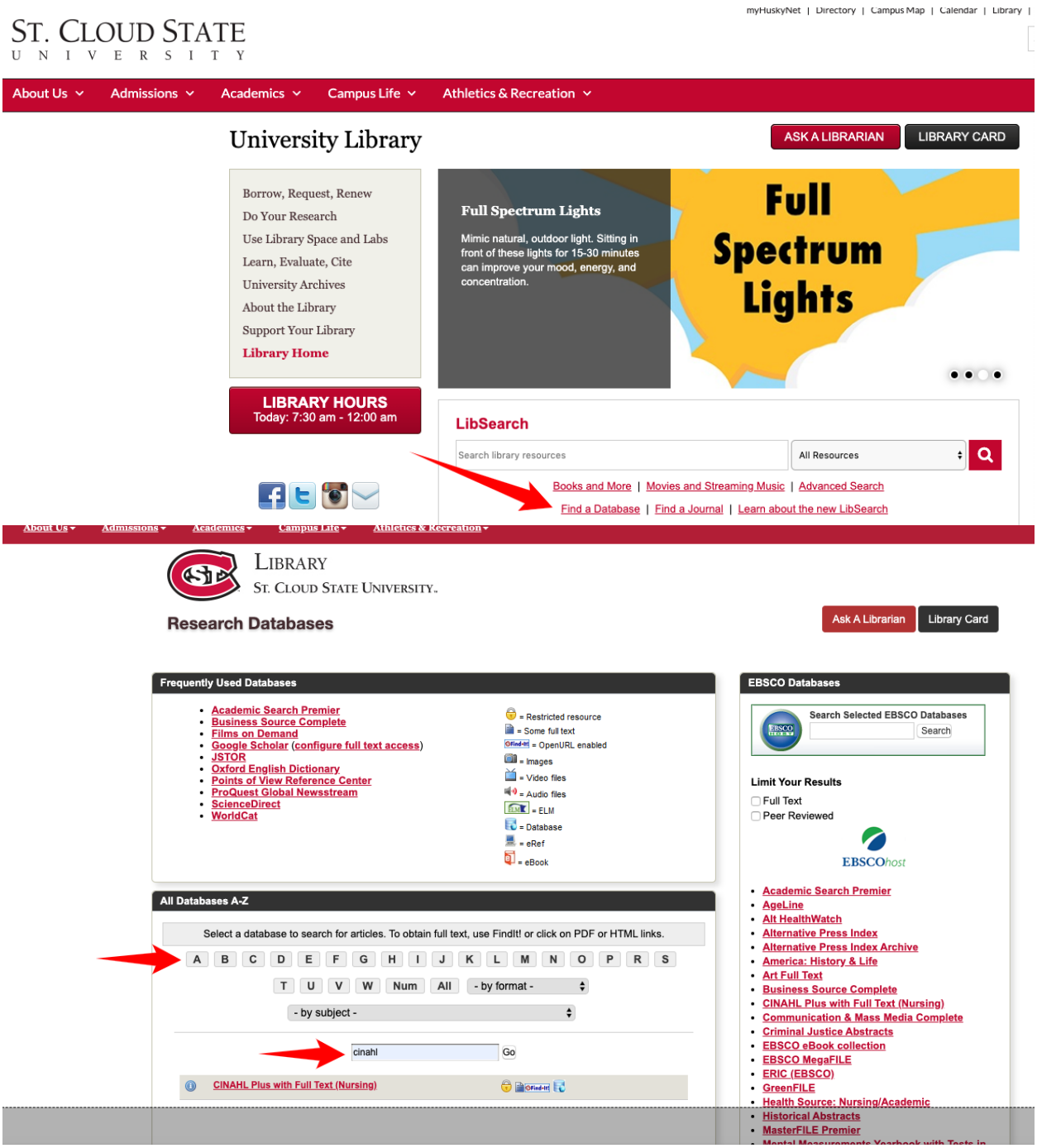
Available Online
ARTICLE
Evaluation of chinese-herbal-medicine-induced herb-drug interactions: focusing on organic anion transporter 1
Lin, Chang-Ching ; Fan, Hsien-Yuan ; Kuo, Chien-Wen ; Pao, Li-Heng
2012
Evidence-based complementary and alternative medicine : eCAM, 2012, Vol.2012, p.967182-12
The consumption of Chinese herbal medicines (CHMs) is increasing exponentially. Many patients utilize CHMs concomitantly with prescription drugs in great frequency...
PEER REVIEWED
OPEN ACCESS
Available Online
MULTIPLE VERSIONS
The encyclopedia of aging : a comprehensive resource in gerontology and geriatrics
Maddox, George L.;Springer Publishing Company.





9. Boolean operators
   https://docs.google.com/presentation/d/1oeVI_bEu1KN5AT8-KcgrwO02Ea6xQPuI5SRN3I9vZBs/edit?usp=sharing
10. Databases:
    CINAHL, MEDLINE, PubMed, Health Source: Consumer Edition, Health Source: Nursing/Academic Edition
    Psychology:
    PsychINFO
    General Science
    ScienceDirect
    Arts & Humanities Citation Index



11. How do you evaluate a source of information to determine if it is appropriate for academic/scholarly use. There is no set "checklist" to complete but below are some criteria to consider when you are evaluating a source.
    a. ACCURACY
        i. Does the author cite reliable sources?
        ii. How does the information compare with that in other works on the topic?
        iii. Can you determine if the information has gone through peer-review?

iv. Are there factual, spelling, typographical, or grammatical errors?

b. AUDIENCE
   i. Who do you think the authors are trying to reach?
   ii. Is the language, vocabulary, style and tone appropriate for intended audience?
   iii. What are the audience demographics? (age, educational level, etc.)
   iv. Are the authors targeting a particular group or segment of society?

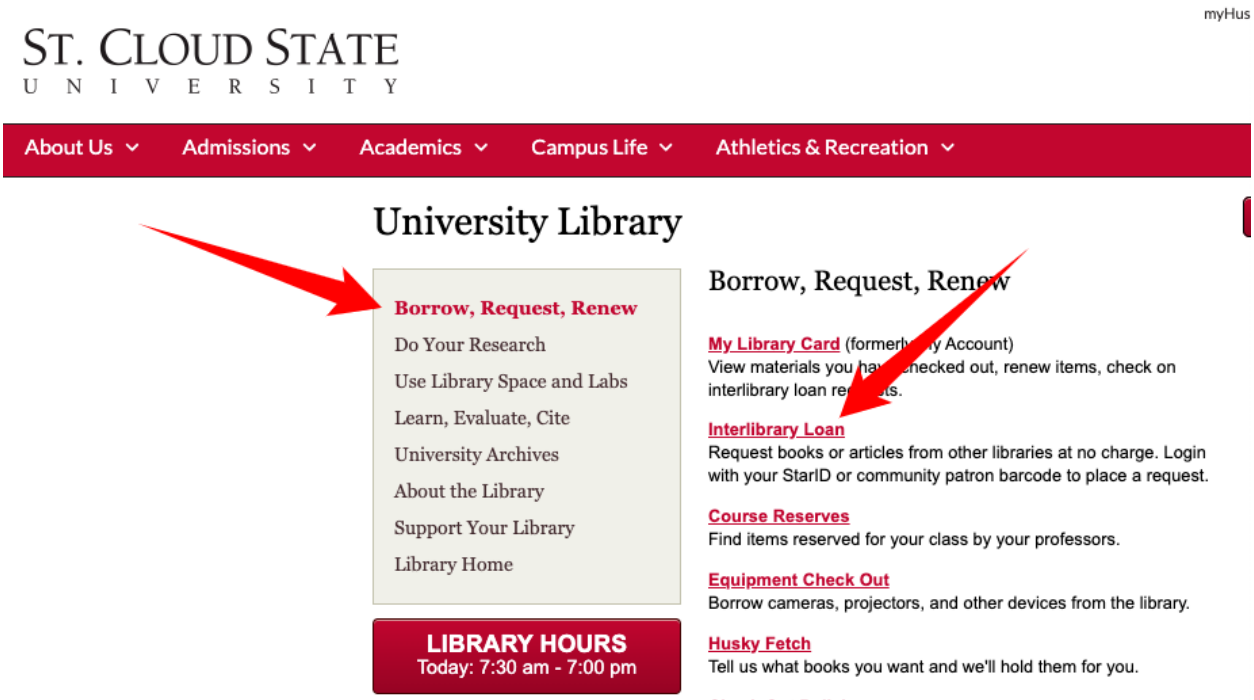
c. AUTHORITY
   i. Who wrote the information found in the article or on the site?
   ii. What are the author's credentials/qualifications for this particular topic?
   iii. Is the author affiliated with a particular organization or institution?
   iv. What does that affiliation suggest about the author?

d. CURRENCY
   i. Is the content current?
   ii. Does the date of the information directly affect the accuracy or usefulness of the information?

e. OBJECTIVITY/BIAS
   i. What is the author's or website's point of view?
   ii. Is the point of view subtle or explicit?
   iii. Is the information presented as fact or opinion?
   iv. If opinion, is the opinion supported by credible data or informed argument?
   v. Is the information one-sided?
   vi. Are alternate views represented?
   vii. Does the point of view affect how you view the information?

f. PURPOSE
   i. What is the author's purpose or objective, to explain, provide new information or news, entertain, persuade or sell?
   ii. Does the purpose affect how you view the information presented?

12. InterLibrary Loan



13. Copyright and Fair Use
    Author Rights and Publishing & Finding Author Instructions for Publishing in Scholarly Journals
    a. Plagiarism, academic honesty
14. Writing Tips
15. Dissemination of Research

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320-308-3072
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http://web.stcloudstate.edu/pmiltenoff/faculty/
schedule a meeting: https://doodle.com/digitalliteracy
find my office: https://youtu.be/QAng6b_FJqs