

Digital Research Notebook

A simple tool for reflective
learning at scale.

#liw16



(cc) Common Musk Turtle scaling the mountain



<http://attackofthecute.com/on/?i=3315>

So, we were teaching
one-shots....

Digital Research Notebook

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Week 3 - Working with Sources - Part 2

Complete by Tuesday, January 26th.

Brainstorm: What's your data? In other words, what do you need to help you develop your research project? List your data/evidence from the **audience** view as credible evidence? Brainstorm as many data/evidence as possible:

- Ethnographic data: dress style, how people react to the music? Do they j people on their phones? Does the at What's going on outside of the venue? What's the musicians act at shows? Do the interacting with the crowd? Are th their instruments/warm up?
- Visual data: photographs and vid (inside/outside venue)
- Narratives/ Interviews of audien

Primary, Secondary, and Tertiary Sources

- Read:
- [Primary and Secondary Sources](#)
 - [Primary, Secondary, and Tertiary Sources](#)

Take a look at your brainstormed evidence are primary sources? see 1-2 examples of primary, secondary, and tertiary sources you might use them in your research?

Source type	Examples
Primary	Ethnography, Interviews, Photos, Video, Audio
Secondary	Articles, Books
Tertiary	Encyclopedia, Guidebooks

Week 1 - Beginnings and Questions

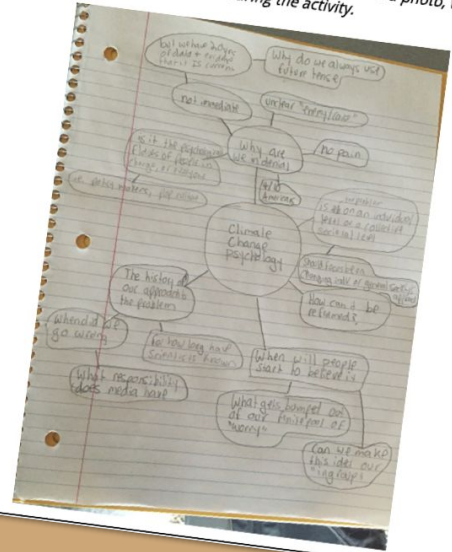
Complete by Tuesday, January 12th.



Watch the [Mapping Your Research Ideas](#) video and create your own question map. You can create your question map on paper, or using [mind-mapping software](#).

Note: that initial circle should be small so you can fill up the whole page with questions and ideas!

Add a photo of your idea map here. ([How?](#)) If you can't add a photo, write 5 or more of the questions that you generated during the activity.



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Learning Outcomes

- Choose a topic
 - Write a research question
 - Generate a useful range of keywords
 - Find and use relevant LibGuides
 - Find sources in the catalog or at least one article database
-



ty: @renromana!!!!

Week 1 - Beginnings and Questions
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Questions

...the main points from the chapter. Be sure to

Topic mapping

How does social media influence the communication of today's college students?



Lesson 2: Crafting a Savvy Search Strategy

Now that you've got your topic and research question, it's time to start searching for sources! The first step is coming up with some keywords and phrases that you can use to search the databases.



Watch Crafting a [Savvy Search Strategy, Part 1](#), and then complete the following chart to brainstorm keywords and phrases!

Research Question: What were the relationship status of the members of Fleetwood Mac while composing Rumours?

Keywords:	Rumours	Lindsey Buckingham	Christine McVie
Synonyms:	1976 album release	Stevie Nicks	John McVie
Broader Terms:	Fleetwood Mac Album	Relationships	Marriage
Narrower Terms:	Passion for music	Cheating	Broken Vows
Other Terms:			

Fantastic! You've come up with a good variety of keywords to use in the databases. As you saw in the video, you can mix and match your keywords to find different results in a library catalog or database. Next, let's find the perfect catalog or database for your research project!

Keyword Generation

Week 2 - Working with Sources - Part 1

Complete by Tuesday, January 19th.

Class notes:

tips about last week's reading:

- keep the journal you would like to publish in, in m
- ways you can subdivide a web map : people invol
- involved, methodological, who,
- idea of death, future tense
- media has a huge role,
- research project calculator: tells you when to get
- search terms: denial, global warming *came up
- change, *skepticism, DON'T want things involvin
- term to describe the social aspects of climate ch
- may need to integrate independent psycholog
- knowledge/history

Zotero: If necessary, set up [Zotero](#) on the cor
research. Write a very brief note here about t
Challenging? Any questions?
It was easy but getting it on my own co
difficult.

Week 3 - Working with Sources - Part 2

Complete by Tuesday, January 26th.

Brainstorm: What's your data? In other words, what kinds of information will **you** need to help you develop your research project? What kinds of information will **your audience** view as credible evidence? **Brainstorm** a list of as many different types of data/evidence as possible:

- **Ethnographic data:** dress style, how and if people group themselves, how do people react to the music? Do they just stand around? Do they dance? Are people on their phones? Does the audience interact with the musicians? What's going on outside of the venue? Are people smoking/drinking? How do the musicians act at shows? Do they stay in the "green room" or are they interacting with the crowd? Are they drinking or smoking? Do they practice their instruments/warm up?
- **Visual data:** photographs and videos of the audience, musicians, and setting (Inside/outside venue)
- **Narratives/ Interviews** of audience members and musicians

Primary, Secondary, and Tertiary Sources

Read:

- [Primary and Secondary Sources in the Humanities and Sciences](#) (.docx)
- [Primary, Secondary, and Tertiary Sources](#)

Take a look at your brainstormed list of data and evidence above. Which types of evidence are **primary sources**? **secondary**? **tertiary**? Not sure? Write down at least 1-2 examples of **primary, secondary, and tertiary sources** and indicate how you might use them in your research project.

Source type	Examples	How might you use these sources in your project?
Primary	Ethnography, Interviews, Photos, Video, Audio,	I would use these sources to create narratives and provide examples!
Secondary	Articles, Books	I would use these in order to reference a theoretical frameworks and previous studies.
Tertiary	Encyclopedia, Guidebooks,	I would use these in order to find more secondary sources.

Research Strategies, Tools, Approaches

First, finalize your topic using the ideas you came up with in your topic map. Make sure that your topic is specific, but not too narrow.

Topic: The making of Rumours by Fleetwood Mac

Next, think about why this topic excites you came up with in your topic map.

Inquiry: Because I want to find out:

What led to the creation of the band?

Why did the band experience personal struggles?

How did they sustain their passion for music?

Who was the driving force in the band? What was their political and social impact on society?

What was their impact on musical history?

Where did they derive their inspiration from?

How do you feel about your search? What went well? Where did you run into trouble?

What went well: I was able to find relevant articles and statistics.

What was challenging: I was not able to understand how to access sources at the non circulation desk.


Reflections on the Research Process

General Notebook

Your name: _____

Course and section number: _____

Lesson 1: Mapping Your Research Ideas
First, we'll be creating a **topic map**, which will help you generate some questions about your topic. Then, you'll use the most interesting questions in your topic map to write your research question.



Watch the [Mapping Your Research Ideas](#) video and create your own **topic map**. You can create your topic map on paper, or using [mind-mapping software](#).

Now, add a photo of your topic map in the box below (How?) If you can't add a photo, write 5 or more of the questions that you generated during the activity.

Paste your photo or write your questions here!

Now let's start writing your **research question**. A research question is the question that your thesis attempts to answer. For example, a paper starting from the question "How do music libraries impact society today?" would explain all that that music libraries currently impact society.

First, finalize your topic using the ideas you came up with in your topic map, sure that your topic is specific, but not too narrow.

Topic: I am researching...

Next, think about why this topic excites you. Again, you can look at the questions...

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Honors 101i Notebook

Week 4 - Dissecting Sources and Managing the Research Process
Complete by Tuesday, February 2nd.

Class notes:

Dissecting Sources - <http://j.mp/reading-strategies>
To practice the following reading strategies, work with this [example article](#).

Strategy: PQAS - Problems, Questions, Audience, Significance
Quickly skim the title, abstract, first paragraph, headings, and any featured sections or quotes from the article. Make a prediction *in your own words*: What is/are the Problems? What are the Questions raised? Who is the Audience for the article? What is the (potential) Significance of the article?

Problem(s)	
Questions	
Audience	
Significance	

Tip: "Although" "Though" and "While" are often used to introduce research problems. You can also look for question marks and question words to help find research questions.

Strategy: What's new?
Take another look at the title, abstract, and introduction. Then take a close look at the first two paragraphs and the last paragraph of the discussion section. This time read for how this article relates to previous research findings. What's new or different about this article? What contribution is being made here? Does the article call into question or offer a new perspective on current practice?

Tip: You can search for the word "Previous" "Research" and "Future" when looking for relationships to previous work, and ideas for future research questions.

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General and course specific notebooks

New In-Class Activities

Things we didn't have time to do
before....

Authority is Constructed Contextual

- Traditional and new media
 - Mainstream and alternative viewpoints
 - Nonacademic authoritative sources; nonauthoritative scholarly sources
-

New In-Class Activities

Things we didn't have time to do
before....

Research as a Conversation

- Diverse uses of sources (beyond evidence)
 - Scholarly Disagreements
 - Role of seminal articles, review articles
 - Disciplinary styles and conventions
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Teaching at Scale

- Extends our instructional “toolbox”
 - Like a research guide, but more focused on process.
 - Can be used on its own when f2f instruction isn’t feasible.
 - Relatively easy to integrate for instructors.
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What's next?

- Revised lessons
 - New video tutorials
 - Specialized notebooks
 - Research and writing integration
-



Thank you!

Questions?

UCLA Library

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Praise for the Research Notebook

“The combination of tutorial videos and exercises allows students to apply fundamental skills to their own particular research projects, freeing up time in the classroom for me to discuss finer points. I particularly value the emphasis on devising a research question and search strategy before beginning to search—too many students dive into their research and then become frustrated when they don’t find what they’re looking for, and these modules demonstrate a more deliberate and effective approach.”

-Thomas Hitchner, UCLA Writing Programs Lecturer