Digital Research Notebook

A simple tool for reflective learning at scale.

#liw16
So, we were teaching one-shots....
Digital Research Notebook

j.mp/my-notebook
Digital Research Notebook

[link]

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
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. (Note) If you can’t add a photo, write 5 or more of the questions that you generated during the activity.
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 many keywords and phrases!

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

<table>
<thead>
<tr>
<th>Keywords:</th>
<th>Rumours</th>
<th>Lindsey Buckingham</th>
<th>Christine McVie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synonyms:</td>
<td>1976 album release</td>
<td>Stevie Nicks</td>
<td>John McVie</td>
</tr>
<tr>
<td>Broader Terms:</td>
<td>Fleetwood Mac Album</td>
<td>Relationships</td>
<td>Marriage</td>
</tr>
<tr>
<td>Narrower Terms:</td>
<td>Passion for music</td>
<td>Cheating</td>
<td>Broken Vows</td>
</tr>
<tr>
<td>Other Terms:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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!
Research Strategies, Tools, Approaches
Reflections on the Research Process

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.

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.

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

Inquiry: Because I want to find out:
- What lead to the creation of the song
- Why did the band experience personal issues
- 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?

Topic: The making of Rumours by Fleetwood Mac
General Notebook

Lesson 1: Mapping Your Research Ideas

First, we'll be creating a topic map, which will help you generate some good topic ideas. Then, you'll use the most interesting questions in your topic map to write your question.

Watch the Mapping Your Research Ideas video and create your own topic map. Now, add a photo of your topic map in the box below. 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 the ways that music libraries currently impact society.

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

Topic: I am researching...

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

j.mp/my-notebook

Honors 101i Notebook

Week 4 - Dissecting Sources and Managing the Research Process

Complete by Tuesday, February 2nd.

Class notes:

Dissecting Sources - hhp://mp/reading-strategies

To practice the following reading strategies, work with the 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 the problem? What are the questions raised? Who is the audience for the article? What is the (potential) significance of the article?

Problems:

Questions:

Audience:

Significance:

Tip: "Although", "though" and "where" are often used to introduce research problems. You can also look for question marks and keywords 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 words "previous", "research", and "future" in the introduction to see if the article is related to previous work and if it discusses future research questions.

j.mp/101i-notebook
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
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.
What's next?

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

Questions?

UCLA Library

Julia Glassman
Lead for Collections and Writing Initiatives
jglassman@library.ucla.edu
@juliaglassman

Doug Worsham
Teaching & Learning Services Coordinator
dworsham@library.ucla.edu
@dmcwo
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