How to find scientific literature

...and how to use it

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Academic librarians

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1. Searching for literature
“Why are we here?”

- Master thesis
- Search, find and choose good and relevant literature
- “(...)can analyze and deal critically with various sources of information and use them to structure and formulate scholarly arguments“
- The library is there to help you!
“Let me just Google!”

- Anyone can publish
- Who is behind?
- Thrustworthy?
- Intentions?
- Onesided approach?
- Library resources are quality checked
Subject and Thesis Statement

- Subject: Mathematics

- Thesis Statement: Does homework improve mathematics achievement?
Planning Your Search

- **What?**
  - mathematics, didactics

- **Who?**
  - teacher, student

- **When?**
  - last five years

- **Level**
  - lower/upper secondary, grade 1 etc.

Does homework improve mathematics achievement?
Finding Search Words

- Use keywords from your curriculum or thesis statement
- Find synonyms and related terms
  - assessment/evaluation
- Find definitions
  - assessment for learning
Wildcard Searching

- Does homework improve mathematics achievement?

- learn*
  - learn, learns, learning, learner, learners
- motiv*
  - motivasjon, motivation, motivate, motivating

AND
OR
NOT

*=truncation
Search for many types of literature: books, articles, reports, theses etc.

Many hits - narrow

Few hits - expand

Oria
Scientific Articles

- Research
- Peer reviewed and with a specific structure
- Registered in databases

- Academic Search Premier, ERIC, Norart, Idunn
- Google scholar
Useful for phrase search
- Articles the library has access to
2. Using sources
Failing to cite sources

Failing to use quotation marks for direct quotations

Failing to properly put indirect quotations into your own words

Self-plagiarism

“Plagiarism is unacceptable and constitutes a serious breach of recognised norms of research ethics” (p. 29).

Reference style?
The Citation Compass
Avoid plagiarism

References
APA 6th
APA 6th for footnotes
Chicago 16 A
IEEE

Source evaluation
Books
Scientific articles
Webpages
Works of reference
Public documents
Newspapers

Legislation
Use of archive records
Copyright
Design
Patent
Trademark

APA 6 style
APA 7 coming soon!
<table>
<thead>
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<th>Sort</th>
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<td></td>
<td>Anonymous newspaper article</td>
<td>Author with several publications same year</td>
<td>Blog entry</td>
<td>Book with editor</td>
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<td>Book with three-five authors</td>
<td>Book with two authors</td>
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<td>Journal article with six or seven authors</td>
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<td>Journal article with one author</td>
<td>Journal article with three-five authors</td>
<td>Journal article with two authors</td>
<td>Norwegian laws and regulations</td>
<td>Master's thesis</td>
</tr>
</tbody>
</table>
Chapter in edited book

In the text

Author, year, pages

(Peduzzi, 2016, p. 74)

In the reference list


In EndNote

Add as "Book section".

Fill out the fields Author, Year, Title, Editor, Book title, Place published, Publisher, Pages.
Direct quotations
(exact wording)

● Exact wording (whatever the length) must be acknowledged

● Enclose the copied text with quotation marks (or indent as a block quotation)

● In-text citations & reference list
“Sometimes, however, measuring a transition is more complicated than it may seem. An energy system can grow rapidly in an absolute sense but still fail to grow in a comparative sense” (Sovacool, 2015, p. 203).

“When it comes to motivating human beings, status often matters at least as much as money,” noted Cowen (2011, p. 84).

Scott (2008) explained that “these elements are the central building blocks of institutional structures, providing the elastic fibers that guide behavior and resist change” (p. 49).

As pointed out by Fenner and Ørevik (2018), “A main challenge for teachers is to keep a critical view on texts and tasks, assessing their potential in helping the students achieve the competence aims of the subject” (p. 357).
Wieck, Sutcliffe, and Oberstad (2005) define the concept in the following manner:

Sensemaking involves the ongoing retrospective development of plausible images that rationalize what people are doing. Viewed as a significant process of organizing, sensemaking unfolds as a sequence in which people concerned with identity in the social context of other actors engage ongoing circumstances from which they extract cues and make plausible sense retrospectively, while enacting more or less order into those ongoing circumstances. (p. 409)

Central features.....
Omitting & inserting

- Use an ellipsis (three spaced periods) to condense a passage
- Use a period plus an ellipsis to leave out a sentence
- Use [sic] to indicate an error
- Use brackets [ ] to insert your own words

“What it [poetry] offers is to keep open a path to the mysterious silence we came from: the realm of awakening and discovery” (Husabø, 2013, p. 55).
As Lipson (2004) warns, “When you paraphrase an author’s sentence, don’t veer too close to her words. That’s plagiarism, even if it’s unintentional and even if you cite the author” (p. 43).

Lipson (2004) notes that to avoid plagiarism, proper paraphrasing entails more than citing the source. It is critical to use wording that is truly different from the original (p. 43).
Based on recent research, Olsen et al. (2018) have updated the theory’s conceptualization of ____________________ . They suggest that ____________________ . In order for ____________________ , Olsen et al. advise that ____________________ .
Holmen (2006) writes that a kindergarten pedagogy that aims solely at teaching children the second (or third) language has many weaknesses. She points to the fact that the home languages plays an important role in the learning of the second language, and that this happens through activities that take place in both (or all) languages. Furthermore, children’s social and cognitive development is promoted best if they can use their entire linguistic repertoire, which means that they can use knowledge of the world which they have acquired through their home experiences and languages for further learning. Both languages are important tools in the children’s learning process. She says that it is a danger that kindergarten staff become so pre-occupied with the child’s lack of the dominant language competence that they forget to look at other sides of the child’s development, and look at them as individuals.

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.

(Source: *The Craft of Research*: Booth, Colomb, & Williams, 1995, p. 167)

Paraphrase 1: It is plagiarism, intentional or not, to use someone else's ideas or words without giving credit to that person. Even if you give credit to the author, it is plagiarism to use his exact words without quotation marks or block indentation. It is also plagiarism to use words so close to the original that if someone put your work next to it, it would be clear that you couldn't have written what you did unless you had the original there with you.

(Booth, Colomb, and Williams, 1995, p. 167)

Paraphrase 2: Booth et al. (1995) warn against three types of plagiarism: 1) using the "words or ideas" of a source without identifying it; 2) giving credit to a source but copying its language, in whole or in part, without benefit of quotation marks; or 3) echoing the sentence structure and phrasing of the original so closely that anyone can see the writer was depending on it heavily as he wrote (167).
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Modern English, especially written English, is full of bad habits which spread by imitation and which can be avoided if one is willing to take the necessary trouble. If one gets rid of these habits one can think more clearly, and to think clearly is a necessary first step towards political regeneration: so that the fight against bad English is not frivolous and is not the exclusive concern of professional writers. (Source: *Collected Essays*: Orwell, 1961, p. 353.)

Paraphrase 1: Orwell (1961) was concerned with what he considered a dangerous link between careless language use, fuzzy thinking, and governance. He therefore appealed to his audience to view the thoughtful use of language as a universal civic responsibility (p. 353).

Paraphrase 2: As Orwell (1961) puts it, contemporary English, particularly that which is written, is replete with poor habits which get spread when one writer imitates another. He points out that this can be prevented if a person is determined to make the necessary effort. If a person can shed such habits he or she will become a clearer thinker, and thinking more clearly is a crucial initial move towards political rebirth. Therefore, the battle with poor English is not petty nor is it the sole responsibility of those who write for a living (p. 353).

Retrieved from https://www.mun.ca/writingcentre/plagiarism/examples/paraphrasing.php
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We do not yet understand all the ways in which brain chemicals are related to emotions and thoughts, but the salient point is that our state of mind has an immediate and direct effect on our state of body.
(Source: Love, Medicine and Miracles: Siegel, 1986, p. 69)

Paraphrase 1: Siegel (1986) writes that we still do not know all the ways in which brain chemistry is related to emotions and thoughts, but the important point is that our mental state has an immediate and direct effect on our physical state (p. 69).

Paraphrase 2: Siegel (1986) writes that although the relationship between brain chemistry and thoughts and feelings is not fully understood, we do know that our psychological state affects our physical state (p. 69).

Paraphrase 3: According to Siegel (1986), our mind affects our body quickly and directly, although we do not yet understand every aspect of how brain chemicals relate to emotions and thoughts (p. 69).

Retrieved from http://integrity.mit.edu/handbook/academic-writing/avoiding-plagiarism-paraphrasing
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Evaluating paraphrases

1. Was the meaning of the original passage/author’s opinion accurately conveyed?
2. Does the paraphrase use new sentence structure and wording?
3. Was the source cited properly?
Citing more than one work

Works by the same author(s):
(Danbolt, 2009, 2011, 2014)

Works by same author(s) with same publication date:
(Nielsen, 2013a, 2013b)

Works by different authors:
(Danbolt, 2009; Juell & Norskog, 2006)
“Of central importance to the accumulation and transformation of capabilities in knowledge-intensive industries is the skill base in which the firm invests in pursuing its innovative strategy” (Lazonick, 2005, p. 34).

“There is an inherent paradox here. If change increases the risk of failure, why do organizations ever try to change?” (Haveman, as cited in Dahlin, 2014, p. 67).

“Field method is more like an umbrella of activities beneath which any technique may be used for gaining the desired knowledge,” according to Schatzman and Strauss (as cited in Nordby, 2015, p. 304).

- **Try to obtain the original source whenever possible!**
- **In-text:** name the original source & cite the secondary source
- **Reference list:** provide the secondary source
Reference list


https://doi.org/10.1016/j.erss.2015.12.020

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Relevant software

EndNote X9

Zotero
Install Zotero

www.zotero.org
3. Useful websites & services
Library classes & events

facebook.com/ubistavanger/
student.uis.no/library/classes/english/
https://student.uis.no/calendar/

Work smart - use the library! 😊
Services & useful websites

Study Lab
student.uis.no/library/studylab/

Learning Support Center
student.uis.no/library/lsc/

Brage (theses & dissertations)
uis.brage.unit.no

Citation Compass
kildekompasset.no/english

Search and Write
sokogskriv.no/en/

Viko
ntnu.edu/viko/

Academic Writing Podcasts
akademiskskriving.no/english/
Good luck!