

Evaluating a Scholarly Journal Article

by
determining its
**Purpose,
Audience &
Format**

Team BAM!

○ Helen – Project Manager



○ Amy – Lead Designer

○ Mia – Lead Developer



○ Brandon – Assistant



Team BAM!

- Helen – Project Manager
Goal, Population, Hierarchy



- Amy – Lead Designer
Strategy, Module Prototype, Tests

- Mia – Lead Developer
Formative Evaluation, Conclusion



- Brandon – Assistant



Instructional Goal

A University of Hawaii first-year OTEC graduate student will **evaluate** a scholarly journal article for appropriateness in terms of

- purpose
- audience
- format

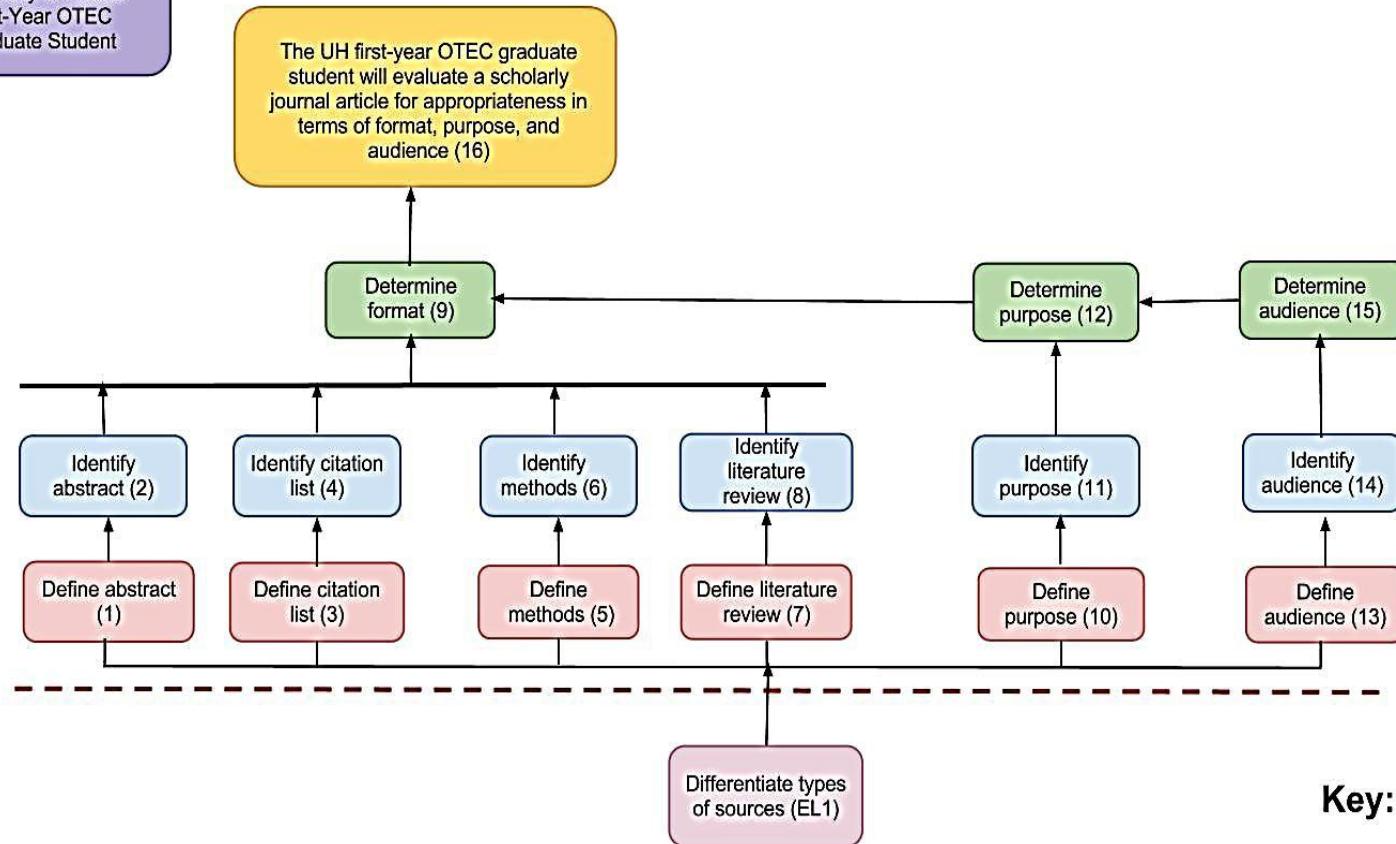
Target Population

- First-year OTEC graduate student
- Familiar with differentiating types of sources (Entry Level Behavior)
- Useful for graduate level research
- Diverse background



Hierarchy

Target Population:
University of Hawaii
First-Year OTEC
Graduate Student



Key:

Instructional Goal

Step

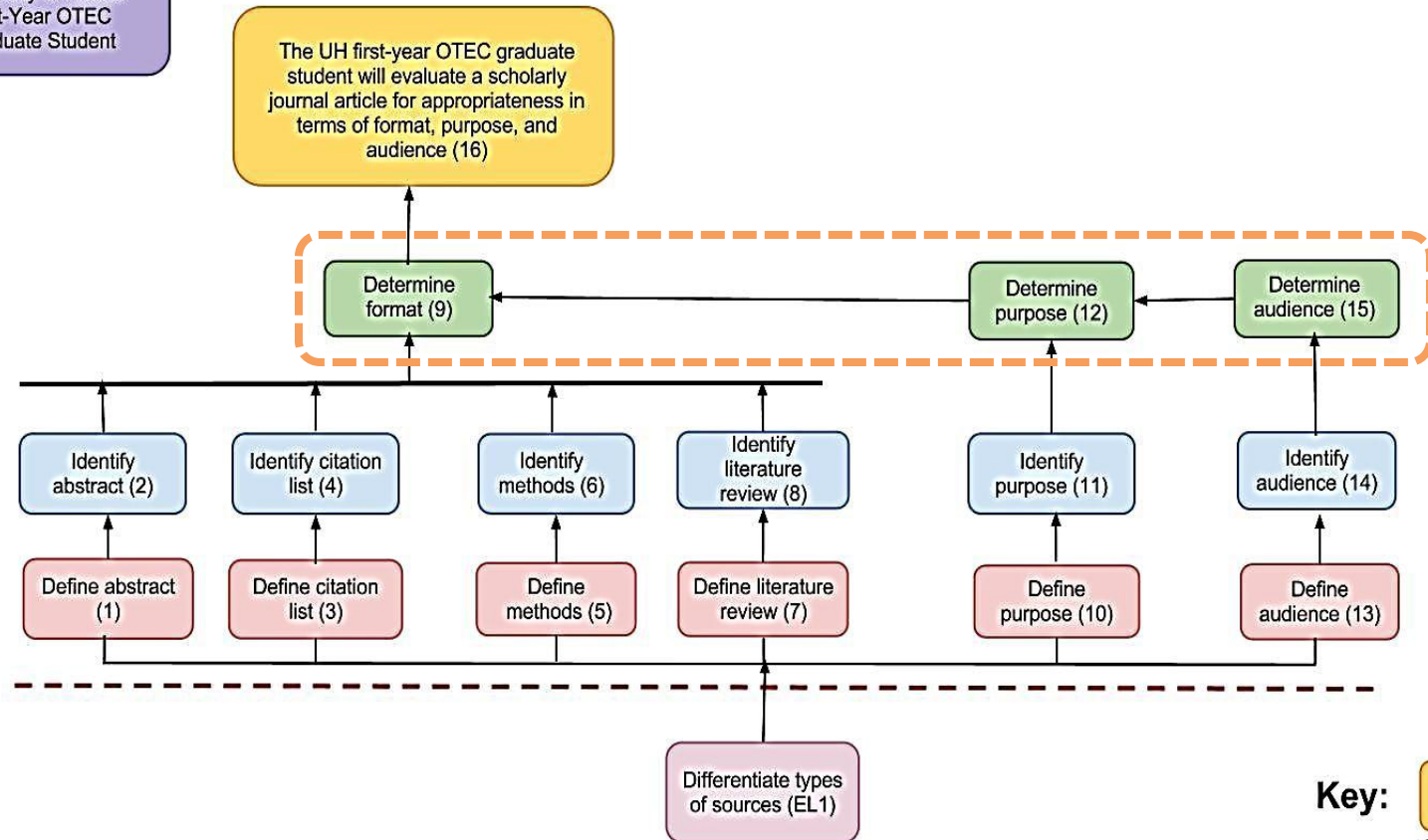
Skill

Sub-skill

Entry-level behavior

Hierarchy

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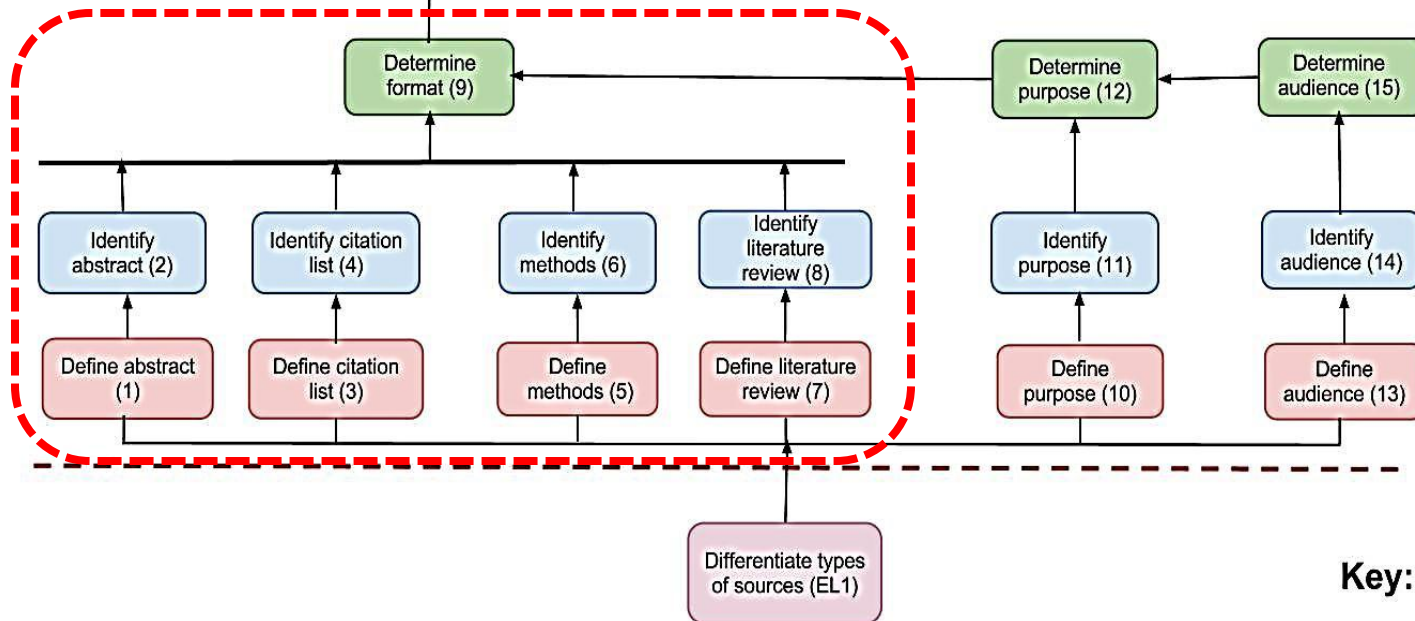
Key:



Hierarchy

Target Population:
University of Hawaii
First-Year OTEC
Graduate Student

The UH first-year OTEC graduate student will evaluate a scholarly journal article for appropriateness in terms of format, purpose, and audience (16)



Key:

- Instructional Goal
- Step
- Skill
- Sub-skill
- Entry-level behavior

Strategy

- Cooking & selecting good ingredients:
 - *Good ingredients make good food;*
Bad ingredients make bad food.



Strategy



SEQUENCE AND CLUSTERING OF OBJECTIVES

CLUSTER	OBJECTIVES	TIME
1 Determine Scholarly Journal Format	<ol style="list-style-type: none">1. Define abstract2. Identify abstract3. Define citation list4. Identify citation list5. Define methods6. Identify methods7. Define literature review8. Identify literature review9. Determine format	30 minutes
2 Determine Purpose	<ol style="list-style-type: none">10. Define purpose11. Identify purpose12. Determine purpose	15 minutes
3 Determine Audience	<ol style="list-style-type: none">13. Define audience14. Identify audience15. Determine audience	15 minutes
4 Instructional Goal	<ol style="list-style-type: none">16. The UH graduate student will evaluate a scholarly journal article for appropriateness in terms of format, purpose, and audience	60 minutes

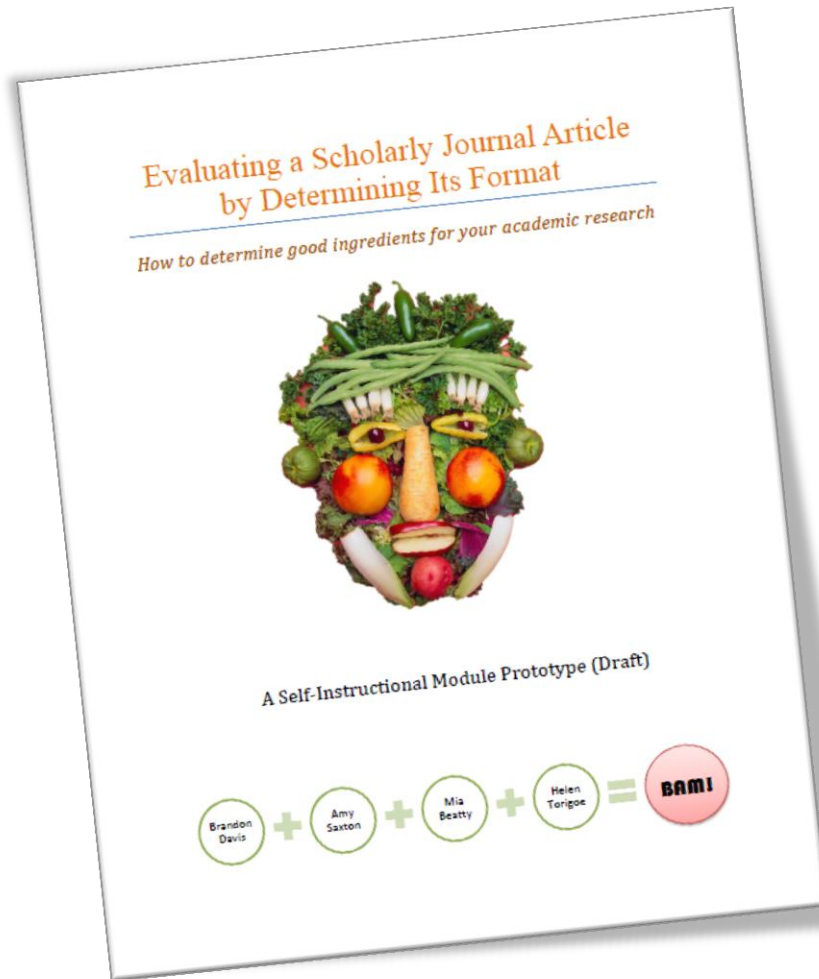
Strategy

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Prototype of Module



- 🍓 Photos of fresh, good quality ingredients
- 🍓 Intentionally placed photos
- 🍓 Use of white space
- 🍓 Rule of thirds
- 🍓 Coordinated colors
- 🍓 Encouragements

Prototype of Module – sample

9

MODULE: LET'S LEARN!



The goal of this module is to carefully select appropriate scholarly journal articles to include in your research. If you are considering a scholarly journal article as an ingredient for your research, how will you determine if you are selecting the best ingredient?

The four important characteristics to examine are:

- abstract
- citation list
- methods
- literature review

INGREDIENT #1 – ABSTRACT

Journal abstracts are usually requested by scholarly journals and written after the original manuscript was composed. While a proposal can be quite long depending on the assignment and purpose, an abstract is generally kept brief (approximately 150-200 words), but includes some of the same elements as a proposal:

- A statement of the problem and objectives.
- A summary of employed methods or research approach.
- The significance of the proposed topic should be clear.
- A self-contained piece of writing that can be understood independently from the essay or project.

In other words, it's like the journal "trailer" to the actual article.

Does the abstract make you interested in the article? You should be able to tell from the abstract if the article is relevant enough to your research for you to spend your time reading the article. Is the abstract well-written and easy to understand? If the abstract makes you scratch your head, chances are the article will, too.



FEEDBACK

Question 1 – Abstract is best represented by which statement?

- A) Correct!
- B) Incorrect: this is the citations.
- C) Incorrect: the introduction follows the abstract.
- D) Incorrect: a review is considered a literature review.

Question 2 – Using this excerpt of a scholarly paper, identify the abstract.

- A) Incorrect: that is the heading of the article.
- B) Incorrect: that is the title of the article.
- C) Correct!
- D) Incorrect: that is the introduction of the paper.


Great job! Take a short tea break, then onto the next section...



Prototype of Module – sample

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Prototype of Module – sample

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INGREDIENT #4 – LITERATURE REVIEW



Literature review in a scholarly journal article is an overview of related research and findings, intended to provide background information on the topic and also present existing knowledge related to the topic.

As an essential element of a scholarly journal that serves to provide background, related research and findings, and justify the research being presented, literature review is usually found in the Introduction or Background section, but in some cases may be in its own section called Literature Review.

EXAMPLE

“Rooted in cognitive constructivist theory, the New Literacies perspective (Leu et al., 2004) acknowledges that new literacies are persistently evolving and challenges teachers to transform reading instruction in response to emerging ICTs. Traditional definitions of reading and writing are insufficient in today’s world as today’s students encounter and interact with new digital literacies, including digital texts such as e-books (IRA, 2009). This study builds upon past research of transactional reader response theory, while recognizing the need for future studies as textual transformations continually occur with the arrival of new literacies and emerging ICTs.”

From: Larson, L. (2010). Digital readers: The next chapter in e-book reading and response. *Reading Teacher*, 64(1), 15-22. doi:10.1598/RT.64.1.2

NON-EXAMPLES

- 1) Research methods.
- 2) A report that summarizes articles and books about many different topics.
- 3) A list of important research, presented chronologically.
- 4) A brief summary of the contents of the article.

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COMBINE INGREDIENTS: DETERMINE FORMAT

The Webster dictionary defines format as...

- 1: the shape, size, and general makeup (as of something printed)
- 2: general plan of organization, arrangement, or choice of material (as for a television show)
- 3: a method of organizing data (as for storage) <various file formats>



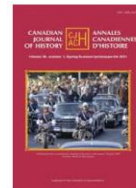
A typical scholarly journal article has several format characteristics but these four elements – an abstract, methods, a citation list, and a literature review section – are essential to the general makeup of a quality scholarly article.

EXAMPLES

Print and electronic journals that include extensive research articles and analyses written in formal academic styles that include an abstract, literature review, methods, and a citation list.

Example of scholarly publications:

Canadian Journal of History



European Journal of Marketing

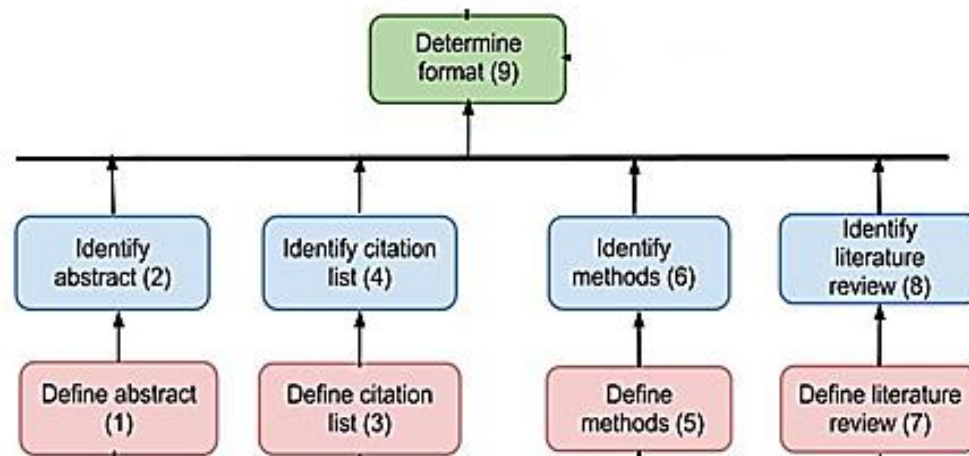


Journal of Biomechanics



Tests

- Pre-test, embedded test, post-test
- Multiple choice
- Level of difficulty appropriate for the learner
- 9 questions on each test – one for each subskill, skill, and step



Prototype of Module – sample tests

QUESTION 6

Look at the examples below. Circle the letter of the example that best represents a method.

- A) Brownlie, D. (2007). Toward effective poster presentations: An annotated bibliography. *European Journal of Marketing*, 41(11/12), 1245-1283. doi:10.1108/03090560710821161
- B) Students felt the tool presented the material more clearly.
- C) The sample population was selected from students enrolled in sections of Math 25.
- D) Eighty-four percent believed the tool allowed them to understand the course.

QUESTION 7

Literature review is best described as a:

- A) list of referenced works.
- B) summary of the article the reader is about to read.
- C) summary or analysis of related research that provide background for the current research.
- D) purposeful conversation to exchange information or ideas.

Only two more questions to go!



POST-TEST: LET'S FIND OUT WHAT YOU LEARNED

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Time to put it all together!

QUESTION 1

Which statement below best defines abstract?

- A) An overview of the topic.
- B) A detailed description of how the study was conducted.
- C) An interpretation of the results.
- D) A statement that introduces the subject to readers, who must then read the report to learn study results.



QUESTION 2

Look at the following 4 examples from a journal article and identify the abstract.

A) ABDULLAH'S BLOGGING: A GENERATION 1.5 STUDENT ENTERS THE BLOGOSPHERE

Joel Bloch – The Ohio State University

- B) Blogging has emerged as one of the most popular forms of online discourse. The ease and lack of expense in setting up blogs has raised intriguing possibilities for language learning classrooms. The unique nature of their architecture and their low cost have not only affected how students can publish and distribute their work to a wider audience but also how they see themselves as authors. This paper focuses on the use of blogs in an L2 writing course concentrating on the controversies surrounding plagiarism. Blogs were used as a means of generating ideas for their academic papers and as texts that could be cited in their papers. This paper analyzes the development of his academic writing. His purposes and explore blogs' relationship to the development of his academic writing. His purposes and strategies for using blogs are discussed both as a way of seeing the variety of writing teachers he developed in his blogs, as well as what his use of blogs could tell his improve our understanding of how blogging in L2 composition courses can contribute to the development of a student's writing.
- C) Joel Bloch teaches ESL composition at The Ohio State University. He has a PhD in rhetoric from Carnegie Mellon University and an MA in ESL and Education from the University of Michigan. His publications include articles on technology, plagiarism, evaluation, and Chinese rhetoric. He is currently writing a book on technology in the L2 composition classroom.

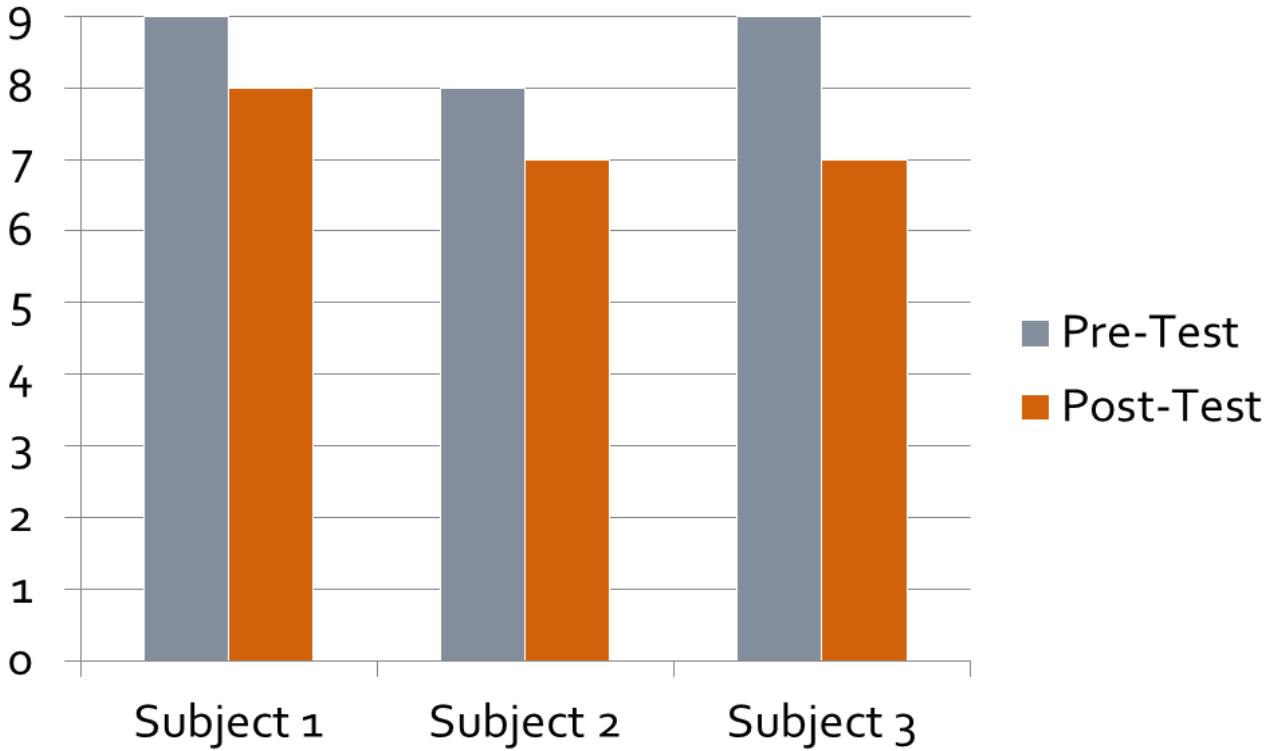
Formative Evaluation

[One on one evaluations]

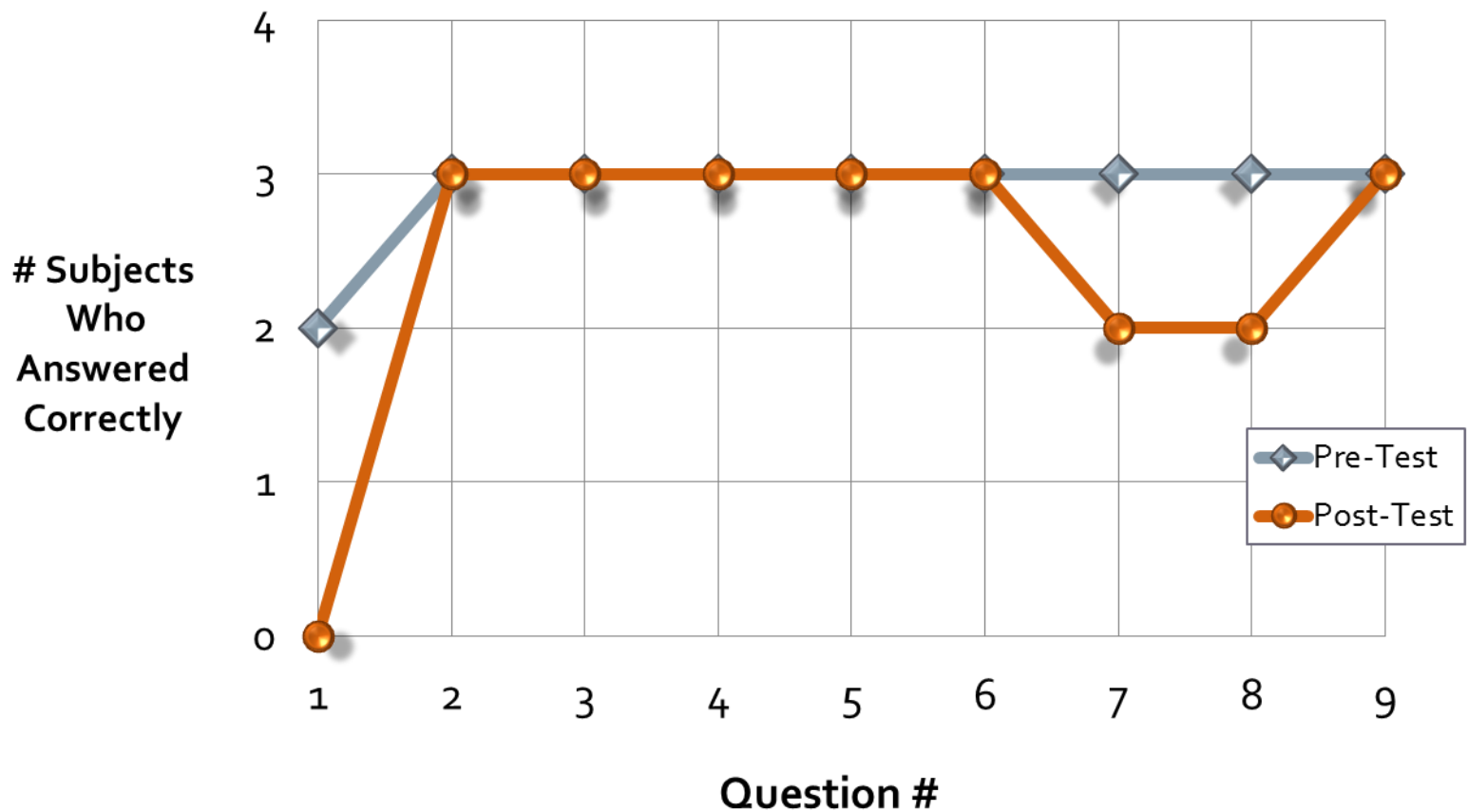
Mia	<ul style="list-style-type: none">○ 1st year OTEC graduate student○ Met in outdoor setting at a coffee shop○ 20 minutes
Amy	<ul style="list-style-type: none">○ 1st year graduate student○ Met in a private office○ 35 minutes
Helen	<ul style="list-style-type: none">○ 5th year undergraduate Horticulture student○ Met in a private office○ 27 minutes

Test Results

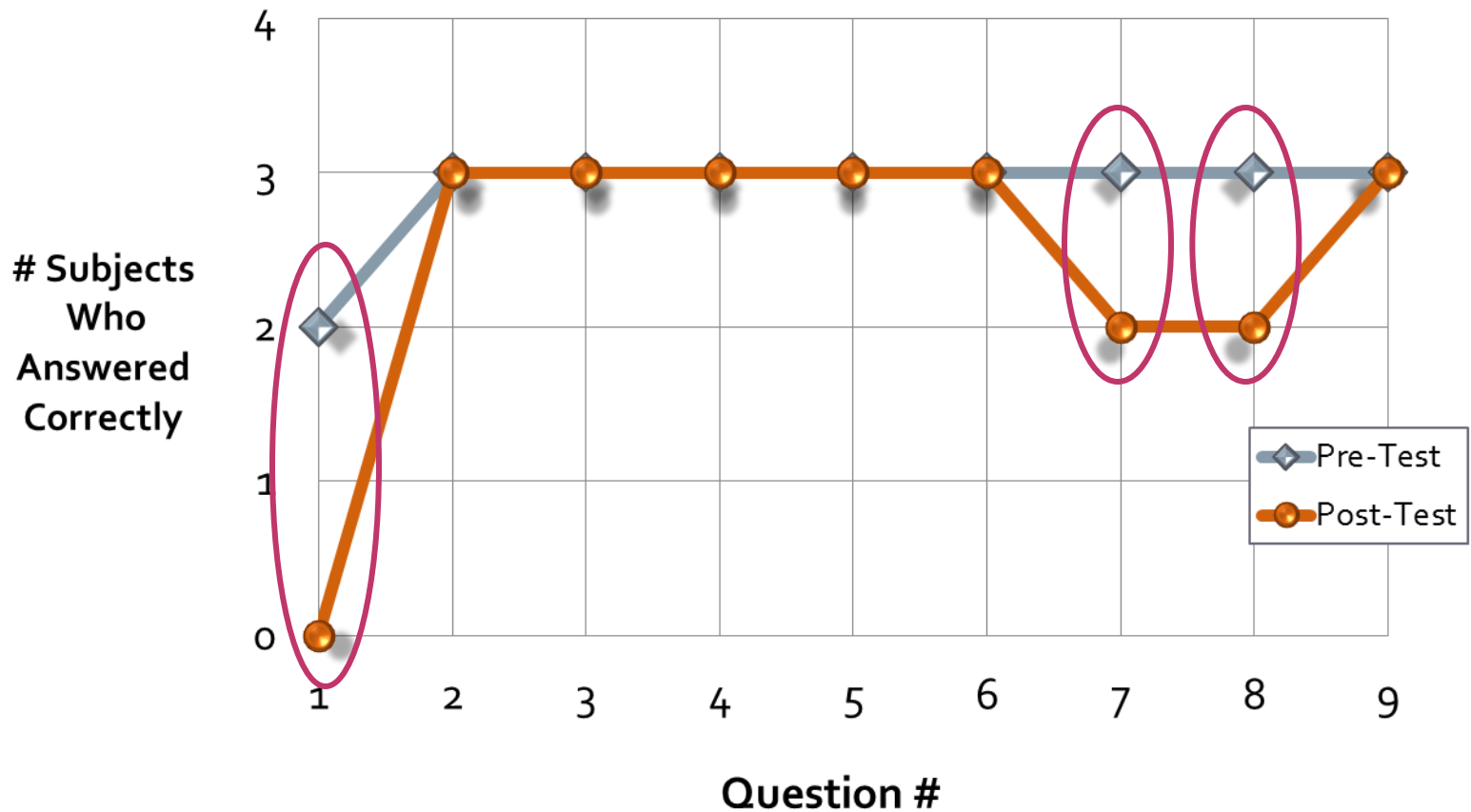
Questions Answered Correctly (Max 9)



Test Results by Question



Test Results by Question



2 Lickert Scale Questions



Evaluating a Scholarly Journal Article by Determining Its Format

How to determine good ingredients for your academic research

I clearly understood the objective of this lesson. (please circle one)

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

The lesson was logical and easy to follow. (please circle one)

5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

3 things I learned in this lesson are...

2 things I still do not understand are...

1 thing I would change in this lesson is...

Question	Average Response
I clearly understood the objective of this lesson	5.0
The lesson was logical and easy to follow	5.0

*5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

3 Open-ended Questions

- ◆ **3 things** I learned in this lesson are...
 - “abstracts, literary review, citations”
 - “Literature reviews are reviewed articles based on previous journals”
 - “The ingredients required in a scholarly journal”

- ◆ **2 things** I still do not understand are...
 - “Where the literature review sections is? Introduction or text”
 - “Abstract is an overview of the whole journal?”

- ◆ **1 thing** I would change in this lesson is...
 - “Don’t put so much delicious food. Makes me hungry!”

FE Summary

✓ What worked:

- Food analogy
- Layout

✓ What went well:

- Time allotment
- Learning outcome

✓ What we would always do:

- Listen to feedback from peers
- Continual communication between team members is critical
- Pre- and post- tests
- Use engaging theme for module





Things to consider for next time...

- Questions and answers on the same page
- More explanations on examples and non examples
- Catchy analogies for each section
- Make sure wording of test questions in post-test is clear

If we had the time and money...

- More testing and feedback during development so don't complete whole thing before realizing off-track
- Use a SME
- Have access to more 1st year OTEC students to conduct f2f interviews
- Have each item of food to give to participants



- Dr. Peter, Hery, and Faye
- Peer reviewers Sean, Kealii, Jessica, Chelsea, and Adam
- 1-on-1 reviewers
- ETEC 613 classmates

Questions?

