

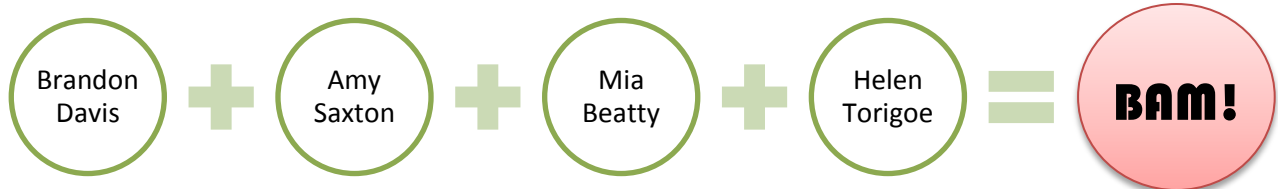
# Evaluating a Scholarly Journal Article by Determining Its Format

---

*How to determine good ingredients for your academic research*



A Self-Instructional Module Prototype (Draft)



# TABLE OF CONTENTS

**Introduction.....2**

**Pre-Test: Let’s Find Out What You Know .....3**

**Pre-Test Feedback .....7**

**Module: Let’s Learn!.....9**

**Ingredient #1 – Abstract.....9**

**Ingredient #2 – Citation List.....13**

**Ingredient #3 – Methods.....17**

**Ingredient #4 – Literature Review .....20**

**Combine Ingredients: Determine Format .....23**

**Post-Test: Let’s Find Out What You Learned.....27**

**Post-Test Feedback .....31**

**Conclusion .....33**

## INTRODUCTION

**You are planning a party for several friends** and have decided to cook dinner for them yourself. One way to insure the success of your meal is to insure the quality of your ingredients.



Selecting appropriate scholarly sources for graduate-level research or projects is much like selecting appropriate ingredients for the dishes you are about to prepare. Any chef will tell you: Good ingredients make good food; bad ingredients make bad food.

There are three main components to selecting a scholarly journal article: audience, purpose, and format. No single one of these, nor any single criterion within these larger sections, can be used alone to determine whether to select a source for your research.

Determining the intended audience of a source is an important selection criterion just as the diners you have invited determine how you prepare the meal – are any of your friends vegetarians? Do any of them have food allergies? Is the source you're considering written for the general population? A specified trade or professional group? Researchers? Students?

The purpose of the source will also help you determine its appropriateness for use in your research, just as the purpose of the meal determines the menu - are you celebrating a particular holiday? Is it someone's birthday? Is the purpose of the source to inform? To disseminate research results? To advertise? To entertain?

This module is about starting the meal with a salad, or determining the format of the article. What ingredients go into a scholarly article? Let's find out...



First you'll take a pre-test, then you'll work through the module, then take a post-test. No pressure – it's all about the learning!

**Ready?**

## PRE-TEST: LET'S FIND OUT WHAT YOU KNOW

Let's find out what you might already know about your ingredients...

Please circle the correct answer.



### QUESTION 1

Abstract is best represented by which statement?

- A) A summary that includes the purpose, methods, and scope.
- B) A list of work read or considered during the research.
- C) The introduction to the scholarly journal article.
- D) A review of existing research.

### QUESTION 2

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

**A** → *Distance Education*  
Vol. 31, No. 3, November 2010, 295–314

 **Routledge**  
Taylor & Francis Group

**B** → **Student perceptions of ePortfolio integration in online courses**

D.U. Bolliger\* and C.E. Shepherd

*Department of Professional Studies, University of Wyoming, Laramie, USA*

*(Received 3 February 2010; final version received 1 July 2010)*

**C** → This study explored students' perceptions regarding the integration of electronic portfolios (ePortfolios) in two online graduate-level courses at a small research university in the western United States. Researchers investigated student perceptions of communication, connectedness, value, and perceived student learning through ePortfolio integration and formative peer review to support a sustained community of learning. Data was collected from 40 students with a Web-based questionnaire and a threaded discussion forum. Results indicate ePortfolios positively impacted some students' perception of communication, connectedness, and learning. Most participants also valued ePortfolios. Prior ePortfolio experience and gender were responsible for minor differences in student perceptions, whereas lack of prior reflective experience impacted student perceptions significantly. Researchers conclude that ePortfolios can foster learning communities in online graduate programs.

**Keywords:** communication; community; connectedness; electronic portfolio; graduate students; online learning

**D** → **Introduction**

Portfolios are compilations of personal and professional work for documenting and describing skills, growth, or development (Hartman, 2004; Milman & Adamy, 2009). Professionals have a long history of creating portfolios to represent themselves and their work (Basken, 2008). Students also develop portfolios to demonstrate achievement or development over time. Student portfolios are integrated commonly in education programs because they provide opportunities for self-assessment, reflection and skills development (Bartlett & Sherry, 2006; Meeus, Questier, & Derks, 2006; Strudler & Wetzel, 2005; Wang, 2009). With recent advances in computer applications, several institutions have implemented electronic portfolios (ePortfolios) – digitized, computer or Web-based versions of traditional portfolios. Because students and institutions can collect, store, and share evidence of learning in ePortfolios, they are often used to address accountability and accreditation mandates (Basken, 2008; Strudler & Wetzel, 2005; Zubizarreta, 2009). Online learning environments are also

**QUESTION 3**

Citation is best represented by which statement?

- A) The title of the journal including the author(s) names.
- B) It is a way to document a book, article, website, or any source of information used during research.
- C) The section in the journal that provides a detailed overview of how the author(s) conducted their research.
- D) It introduces the subject to readers, who must then read the report to learn study results.

**QUESTION 4**

Given the topic "blogging" which citation would be relevant to the topic?

- A) Bennett, S., & Marsh, D. (2002). Are we expecting online tutors to run before they can walk? *Innovations in Education & Teaching International*, 39(1), 14-20. Routledge.
- B) Bloch, J. (2007). Abdullah's blogging: a generation 1.5 student enters the blogosphere. *Language Learning & Technology*, 11(3), 128-141.
- C) Krain, M. (2010). The effects of different types of case learning on student engagement. *International Studies Perspectives*, 11(3), 291-308. doi:10.1111/j.1528-3585.2010.00409.x
- D) Shen, J. (2011). The E-Book Lifestyle: An Academic Library Perspective. *Reference Librarian*, 52(1/2), 181-189.

**QUESTION 5**

Methods are best represented by which statement?

- A) The title of the journal including the author(s) names.
- B) It is a way to document a book, article, website, or any source of information used during research.
- C) A statement that introduces the subject to readers, who must then read the report to learn study results.
- D) A detailed overview of how the research was conducted.

**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!**



## QUESTION 8

Using this excerpt of a scholarly paper, identify the literature review section.

**A** → ‘There’s a lot of learning going on but NOT much teaching!’:  
student perceptions of Problem-Based Learning in science

Coral Pepper\*

*Faculty of Natural and Agricultural Sciences, University of Western Australia, Crawley, Australia*

*(Received 12 November 2009; final version received 31 May 2010)*

**B** →

In this paper I report on 625 student responses and analyse student perceptions of Problem-Based Learning during their first semester at university. The data I present outlines the scope of the implementation at six entry-level units for the years 2007 to 2009 and is followed by a qualitative analysis of student responses. Eight themes are conceptualised as stretching along a continuum with one end point representing an instrumentalist and superficial response and the opposite end representing a professional and more thoughtful response. Despite some tension, this implementation of Problem-Based Learning into the Science Faculty was, in the main, challenging, time-consuming and rewarding for the majority of students. Two implications for science education evident as a result of this study are that the general student response to change is more positive if they are informed and supported when a different teaching and learning strategy is introduced and that many students require training and support to become self-directed learners.

**Keywords:** continuum; Problem-Based Learning; student feedback

**C** → **Introduction**

In this paper I describe an initiative begun in 2007, to implement Problem-Based Learning (PBL), into a research intensive Science Faculty at a Western Australian university. Following a brief overview of PBL, I outline the scope of the implementation for the years 2007 to 2009. Data presented describe the perceptions of 625 students of the implementation of PBL across six entry-level Faculty units and build on earlier accounts of the implementation. Student feedback offers insight about their reaction to the introduction of PBL and their level of engagement with the strategy. Student responses are clustered into eight themes for discussion.

**D** → *Why introduce PBL into the Faculty?*

Problem-Based Learning, a recognised teaching and learning strategy popularised during the 1960s (Barrows & Tamblyn, 1980), is used to engage students in deep rather than surface learning. The approach is also regarded as a successful strategy to align university courses with the real-life professional work students are expected to undertake on graduation (Biggs, 2003; Biggs & Tang, 2007). According to Savin-Baden (2001) PBL is ‘an approach to learning that is characterised by flexibility and

## QUESTION 9

Which of the following **must** be included in a scholarly journal article?

- A) A catchy title
- B) Citations
- C) Author contact information
- D) Table of contents

**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

**Question 3** – Citation is best represented by which statement?

- A) Incorrect: this is just the title.
- B) Correct!
- C) Incorrect: this is a description of methods.
- D) Incorrect: this is the abstract.

**Question 4** – Given the topic "blogging" which citation would be relevant to the topic?

- A) Incorrect.
- B) Correct!
- C) Incorrect.
- D) Incorrect.

**Question 5** – Methods are best represented by which statement?

- A) Incorrect: this is the title.
- B) Incorrect: this is the citation list.
- C) Incorrect: this is the abstract.
- D) Correct!



**Question 6** – Look at the examples below. Circle the letter of the example that best represents a method.

- A) Incorrect: this is a citation.
- B) Incorrect: this is the findings or conclusion.
- C) Correct!
- D) Incorrect: this is the results.

**Question 7** – Literature review is best described as a:

- A) Incorrect: a citation list is a list of referenced works.
- B) Incorrect: an abstract is a summary of the article the reader is about to read.
- C) Correct!
- D) Incorrect: an interview is a purposeful conversation to exchange information or ideas.

**Question 8** – Using this excerpt of a scholarly journal article, identify the literature review section.

- A) Incorrect: this is title information.
- B) Incorrect: this is an abstract.
- C) Incorrect: this is an introduction without literature review.
- D) Correct!

**Question 9**

- A) Incorrect: this is not required.
- B) Correct!
- C) Incorrect: this is not required.
- D) Incorrect: this is not required.

**Don't feel bad if you didn't do well –  
the module will explain everything!**



## 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.

## EXAMPLE

## A B S T R A C T

Virtual schooling was first employed in the mid-1990s and has become a common method of distance education used in K-12 jurisdictions. The most accepted definition of a virtual school is an entity approved by a state or governing body that offers courses through distance delivery – most commonly using the Internet. While virtual schools can be classified in different ways, the three common methods of delivery are by independent, asynchronous or synchronous means. Presently, the vast majority of virtual school students tended to be a select group of academically capable, motivated, independent learners. The benefits associated with virtual schooling are expanding educational access, providing high-quality learning opportunities, improving student outcomes and skills, allowing for educational choice, and achieving administrative efficiency. However, the research to support these conjectures is limited at best. The challenges associated with virtual schooling include the conclusion that the only students typically successful in online learning environments are those who have independent orientations towards learning, highly motivated by intrinsic sources, and have strong time management, literacy, and technology skills. These characteristics are typically associated with adult learners. This stems from the fact that research into and practice of distance education has typically been targeted to adult learners. The problem with this focus is that adults learn differently than younger learners. Researchers are calling for more research into the factors that account for K-12 student success in distance education and virtual school environments and more design research approaches than traditional comparisons of student achievement in traditional and virtual schools.

© 2008 Elsevier Ltd. All rights reserved.

## NON-EXAMPLES

## 1. Introduction

In 2007, Dean Bennett of the Canadian Press asked his readers “Why, in the Information Age, are students heading back to classrooms?” He then proceeded to describe a future when students in one country could take courses from a high school in another country. Bennett further predicted that each future student would study in virtual environments where the artificial intelligence of the computer would detect the learning style of the student and deliver course materials specifically tailored to that student. In a recent report published by the think tank Education Sector, Tucker (2007) stated:

There has been no shortage of solutions for improving the nation's public schools. School leadership, teacher quality, standards, testing, funding, and a host of other issues have crowded reform agendas. But an important trend in public education has gone largely unnoticed in the cacophony of policy proposals: the rise of a completely new class of public schools – “virtual” schools using the Internet to create online classrooms – that is bringing about reforms that have long eluded traditional public schools. (p. 1)

There have been others who have trumpeted virtual schools as a means to enact innovative educational reform going back many years (Jones, 1997; Perelman, 1992), but there has been a deficit of rigorous reviews of the literature related to virtual schools. This review of the literature is intended to provide a critical analysis of virtual schooling at a time when this educational phenomenon is beginning to attract wider public attention. We primarily examine the benefits and challenges of virtual schools for the students who have enrolled in them. In addition, we discuss future directions for research into virtual schooling. In this review, we focus on the development and growth of virtual schooling in Canada and the United States, fully aware that the findings of our review may not extend to other regions of the world.

## References

- Andrews, H. A. (2004). Dual credit research outcomes for students. *Community College Journal of Research and Practice*, 28(5), 415–422.
- Baker, J. D., Bouras, C., Hartwig, S. M., & McNair, E. R. (2005). K12 Inc. and the Colorado Virtual Academy: A virtual charter school. In Z. L. Berge & T. Clark (Eds.), *Virtual schools: Planning for success* (pp. 133–142). New York: Teachers College Press.
- Ballas, F. A., & Belyk, D. (2000). Student achievement and performance levels in online education research study. Red Deer, AB: Schollie Research and Consulting. <[http://www.ataoc.ca/files/pdf/AOCresearch\\_full\\_report.pdf](http://www.ataoc.ca/files/pdf/AOCresearch_full_report.pdf)> [retrieved 31.07.05].
- Barbour, M. K. (2005a). From telematics to web-based: The progression of distance education in Newfoundland and Labrador. *British Journal of Educational Technology*, 36(6), 1055–1058.
- Barbour, M. K. (2005b). The design of web-based courses for secondary students. *Journal of Distance Learning*, 9(1), 27–36.
- Barbour, M. K. (2005c). Perceptions of effective web-based design for secondary school students: A narrative analysis of previously collected data. *The Morning Watch*, 32(3–4). <<http://www.mun.ca/educ/faculty/mwatch/win05/Barbour.htm>> [retrieved 04.11.05].
- Barbour, M. K. (2007a). Teacher and developer perceptions of effective web-based design for secondary school students. *Journal of Distance Education*, 21(3), 93–114. <<http://www.jofde.ca/index.php/jde/article/view/30>> [retrieved 8.06.07].
- Barbour, M.K. (2007b). *What are they doing and how are they doing it?* Rural student experiences in virtual schooling. Unpublished Doctoral dissertation. Athens, GA: University of Georgia.

## PRACTICE TIME

Time to select your ingredients:

### QUESTION 1

Abstract is best represented by which statement?

- A) A summary that includes the purpose, methods, and scope.
- B) A list of work read or considered during the research.
- C) The introduction to the scholarly journal article.
- D) A review of existing research.



### QUESTION 2

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

**A** → *Distance Education*  
Vol. 31, No. 3, November 2010, 295–314

 **Routledge**  
Taylor & Francis Group

**B** → **Student perceptions of ePortfolio integration in online courses**  
D.U. Bolliger\* and C.E. Shepherd

*Department of Professional Studies, University of Wyoming, Laramie, USA*  
(Received 3 February 2010; final version received 1 July 2010)

**C** → This study explored students' perceptions regarding the integration of electronic portfolios (ePortfolios) in two online graduate-level courses at a small research university in the western United States. Researchers investigated student perceptions of communication, connectedness, value, and perceived student learning through ePortfolio integration and formative peer review to support a sustained community of learning. Data was collected from 40 students with a Web-based questionnaire and a threaded discussion forum. Results indicate ePortfolios positively impacted some students' perception of communication, connectedness, and learning. Most participants also valued ePortfolios. Prior ePortfolio experience and gender were responsible for minor differences in student perceptions, whereas lack of prior reflective experience impacted student perceptions significantly. Researchers conclude that ePortfolios can foster learning communities in online graduate programs.

**Keywords:** communication; community; connectedness; electronic portfolio; graduate students; online learning

**D** → **Introduction**

Portfolios are compilations of personal and professional work for documenting and describing skills, growth, or development (Hartman, 2004; Milman & Adamy, 2009). Professionals have a long history of creating portfolios to represent themselves and their work (Basken, 2008). Students also develop portfolios to demonstrate achievement or development over time. Student portfolios are integrated commonly in education programs because they provide opportunities for self-assessment, reflection and skills development (Bartlett & Sherry, 2006; Meeus, Questier, & Derks, 2006; Strudler & Wetzel, 2005; Wang, 2009). With recent advances in computer applications, several institutions have implemented electronic portfolios (ePortfolios) – digitized, computer or Web-based versions of traditional portfolios. Because students and institutions can collect, store, and share evidence of learning in ePortfolios, they are often used to address accountability and accreditation mandates (Basken, 2008; Strudler & Wetzel, 2005; Zubizarreta, 2009). Online learning environments are also

---

**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...**



## INGREDIENT #2 – CITATION LIST

A citation is simply a standardized way to document a source of information used during research so those reading the research know where the information came from and can find the original source if desired.

This module is not going to teach you how to properly format citations, but rather give you some guidelines to determine whether the source you are considering is strengthened or weakened by the sources it cites.



Remember:

- Look at the citations - are most of the source types appropriate for the topic? Most of the time for academic research articles this will mean other journal articles and books, only occasionally newspapers and websites.
- Do most of the titles in the list seem relevant to the topic? One of the advantages of a good source is it will lead you to numerous other good sources on your topic.
- Make sure you distinguish between Internet sources (websites where anyone can write anything) and scholarly sources that are accessed online.
  - A scholarly journal article may be only available online if it is from an online-only journal – these sources can still be reputable.
  - Also, many libraries have access to most of their journal content through online vendor providers, rather than printed copies – these online versions are identical to the hardcopy versions.

### EXAMPLE

**If the article you are looking at is about blogging, you would expect to find a source like this:**

Ellison, N. & Wu, Y. (2008). Blogging in the classroom: A preliminary exploration of student attitudes and Impact on comprehension. *Journal of Educational Multimedia and Hypermedia*, 17(1), 99-122.

## NON-EXAMPLES

**If the article you are looking at is about blogging, you would NOT expect to find sources like these:**

Shen, J. (2011). The E-Book Lifestyle: An Academic Library Perspective. *Reference Librarian*, 52(1/2), 181-189.

Krain, M. (2010). The effects of different types of case learning on student engagement. *International Studies Perspectives*, 11(3), 291-308. doi:10.1111/j.1528-3585.2010.00409.x

Kim, P., Ng, C. K., & Lim, G. (2010). When cloud computing meets with semantic web: A new design for e-portfolio systems in the social media era. *British Journal of Educational Technology*, 41(6), 1018-1028. doi:10.1111/j.1467-8535.2010.01055.x

## PRACTICE TIME

Time to select your ingredients:



## QUESTION 3

Citation is best represented by which statement?

- A) The title of the journal including the author(s) names.
- B) It is a way to document a book, article, website, or any source of information used during research.
- C) The section in the journal that provides a detailed overview of how the author(s) conducted their research.
- D) It introduces the subject to readers, who must then read the report to learn study results.

**QUESTION 4**

Given the topic "blogging" which citation would be relevant to the topic?

- A) Bennett, S., & Marsh, D. (2002). Are we expecting online tutors to run before they can walk? *Innovations in Education & Teaching International*, 39(1), 14-20. Routledge.
- B) Bloch, J. (2007). Abdullah's blogging: a generation 1.5 student enters the blogosphere. *Language Learning & Technology*, 11(3), 128-141.
- C) Krain, M. (2010). The effects of different types of case learning on student engagement. *International Studies Perspectives*, 11(3), 291-308. doi:10.1111/j.1528-3585.2010.00409.x
- D) Shen, J. (2011). The E-Book Lifestyle: An Academic Library Perspective. *Reference Librarian*, 52(1/2), 181-189.

**Answers on the next page...**





---

**FEEDBACK**

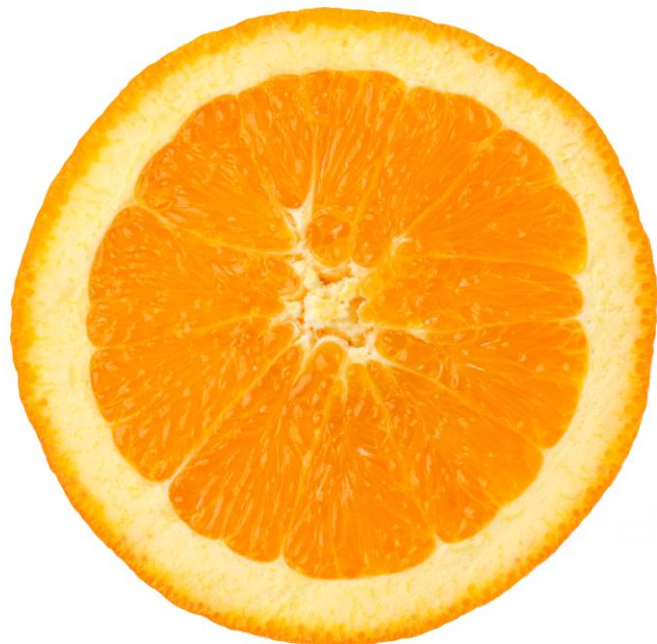
**Question 3** – Citation is best represented by which statement?

- A) Incorrect: this is just the title.
- B) Correct!
- C) Incorrect: this is a description of methods.
- D) Incorrect: this is the abstract.

**Question 4** – Given the topic "blogging" which citation would be relevant to the topic?

- A) Incorrect.
- B) Correct!
- C) Incorrect.
- D) Incorrect.

**Well done again. You're half way through -- ready to continue?**



## INGREDIENT #3 – METHODS

Every researcher uses specific methods to collect their data for their scholarly journal. The method section provides a detailed overview of how the author(s) conducted their research. Because the study methods form a large part of the credibility as a researcher and writer, it is imperative that they are clear about what they did to gather information from participants in the study.



## EXAMPLES

1. **Participants:** Discuss who was enrolled in your experiment. Include major demographics that have an impact on the results of the experiment (i.e., if race is a factor, you should provide a breakdown by race). The accepted term for describing a person who participates in research studies is participant, not subject.

2. **Apparatus and Materials:** The apparatus is any equipment used during data collection (such as computers or eye-tracking devices). Materials include scripts, surveys, or software used for data collection (not data analysis). It is sometimes necessary to provide specific examples of materials or prompts, depending on the nature of your study.

3. **Procedure:** The procedure includes the step-by-step how of your experiment. The procedure should include:

- A description of the experimental design and how participants were assigned conditions.
- Identification of your independent variable(s) (IV), dependent variable(s) (DV), and control variables. Give your variables clear, meaningful names so that your readers are not confused.
- Important instructions to participants.
- A step-by-step listing in chronological order of what participants did during the experiment.

## NON-EXAMPLES

1. Results Section: The results section is where the results of the research are presented in narration for the readers in plain English and accompanied by statistics.

2. Discussion Section: The discussion section is where results are explained and where the study is wrapped up. This is where the findings are interpreted, the hypothesis is evaluated or research questions, unexpected results are discussed, and the new findings are tied to the previous literature.

## PRACTICE TIME

Time to select your ingredients:

### QUESTION 5

Methods are best represented by which statement?

- A) The title of the journal including the author(s) names.
- B) It is a way to document a book, article, website, or any source of information used during research.
- C) A statement that introduces the subject to readers, who must then read the report to learn study results.
- D) A detailed overview of how the research was conducted.



### 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.

---

**FEEDBACK**

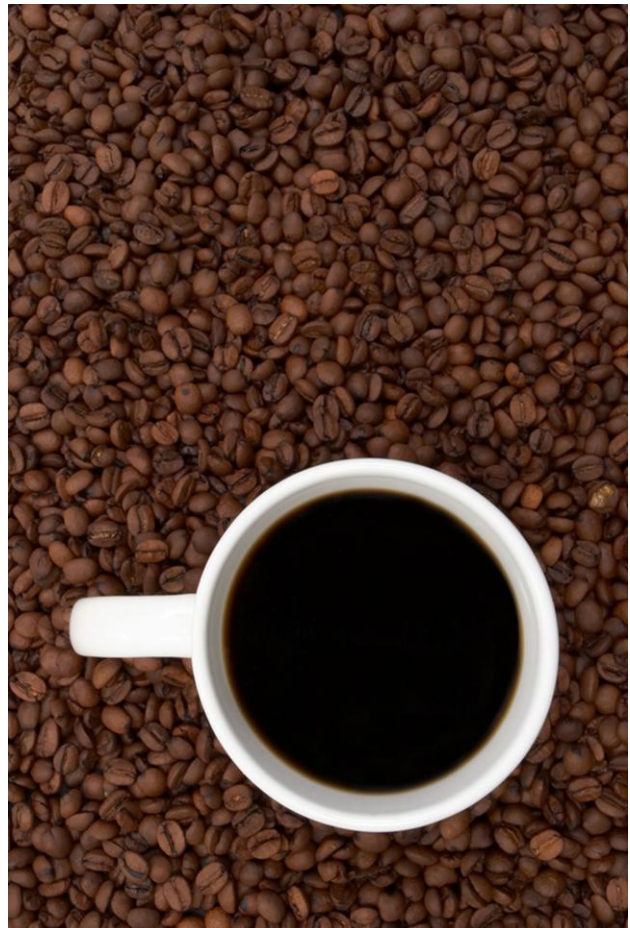
**Question 5** – Methods are best represented by which statement?

- A) Incorrect: this is the title.
- B) Incorrect: this is the citation list.
- C) Incorrect: this is the abstract.
- D) Correct!

**Question 6** – Methods are best represented by which statement?

- A) Incorrect: this is a citation.
- B) Incorrect: this is the findings or conclusion.
- C) Correct!
- D) Incorrect: this is the results.

**Just a little more to go...**



## 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.

## PRACTICE TIME

Time to select your ingredients:

### 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.



### QUESTION 8

Using this excerpt of a scholarly journal article, identify the literature review section.

**A** → **‘There’s a lot of learning going on but NOT much teaching!’: student perceptions of Problem-Based Learning in science**

Coral Pepper\*

*Faculty of Natural and Agricultural Sciences, University of Western Australia, Crawley, Australia*

*(Received 12 November 2009; final version received 31 May 2010)*

**B** →

In this paper I report on 625 student responses and analyse student perceptions of Problem-Based Learning during their first semester at university. The data I present outlines the scope of the implementation at six entry-level units for the years 2007 to 2009 and is followed by a qualitative analysis of student responses. Eight themes are conceptualised as stretching along a continuum with one end point representing an instrumentalist and superficial response and the opposite end representing a professional and more thoughtful response. Despite some tension, this implementation of Problem-Based Learning into the Science Faculty was, in the main, challenging, time-consuming and rewarding for the majority of students. Two implications for science education evident as a result of this study are that the general student response to change is more positive if they are informed and supported when a different teaching and learning strategy is introduced and that many students require training and support to become self-directed learners.

**Keywords:** continuum; Problem-Based Learning; student feedback

**C** → **Introduction**

In this paper I describe an initiative begun in 2007, to implement Problem-Based Learning (PBL), into a research intensive Science Faculty at a Western Australian university. Following a brief overview of PBL, I outline the scope of the implementation for the years 2007 to 2009. Data presented describe the perceptions of 625 students of the implementation of PBL across six entry-level Faculty units and build on earlier accounts of the implementation. Student feedback offers insight about their reaction to the introduction of PBL and their level of engagement with the strategy. Student responses are clustered into eight themes for discussion.

**D** → **Why introduce PBL into the Faculty?**

Problem-Based Learning, a recognised teaching and learning strategy popularised during the 1960s (Barrows & Tamblyn, 1980), is used to engage students in deep rather than surface learning. The approach is also regarded as a successful strategy to align university courses with the real-life professional work students are expected to undertake on graduation (Biggs, 2003; Biggs & Tang, 2007). According to Savin-Baden (2001) PBL is ‘an approach to learning that is characterised by flexibility and

---

**FEEDBACK**

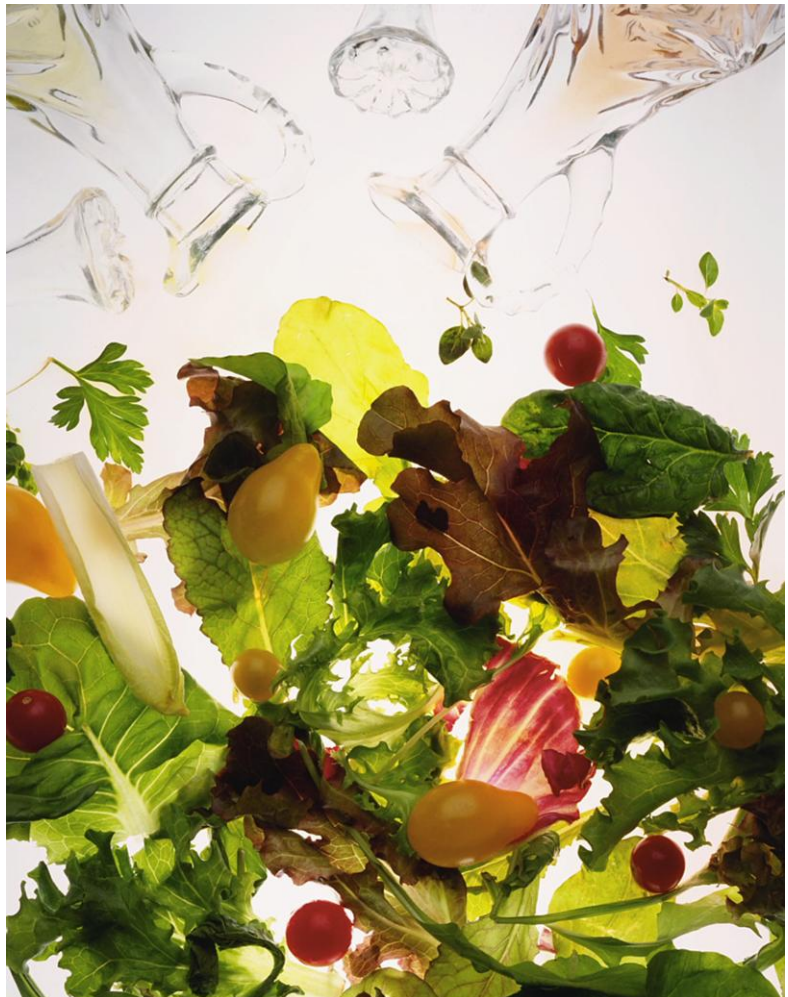
**Question 7** – Literature review is best described as a:

- A) Incorrect: a citation list is a list of referenced works.
- B) Incorrect: an abstract is a summary of the article the reader is about to read.
- C) Correct!
- D) Incorrect: an interview is a purposeful conversation to exchange information or ideas.

**Question 8** – Using this excerpt of a scholarly journal article, identify the literature review section.

- A) Incorrect: this is title information.
- B) Incorrect: this is an abstract.
- C) Incorrect: this is an introduction without literature review.
- D) Correct!

**Last section coming up...**



## 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.

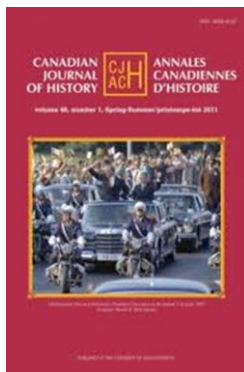


## EXAMPLES

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*



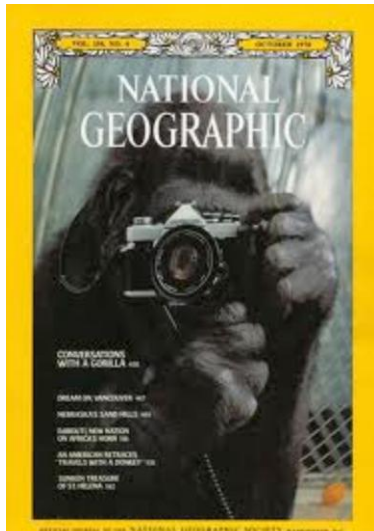
*Journal of Biomechanics*





## NON-EXAMPLES

Magazines like *National Geographic*, *Sports Illustrated*, or *Scientific American* that include a mix of articles of general interest.



Novels



Trade publications which are exclusively professional, industry, or trade information.



**The end is near – really!**



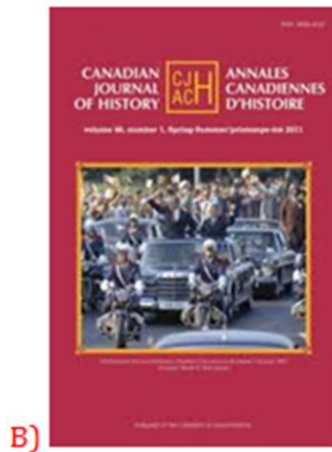
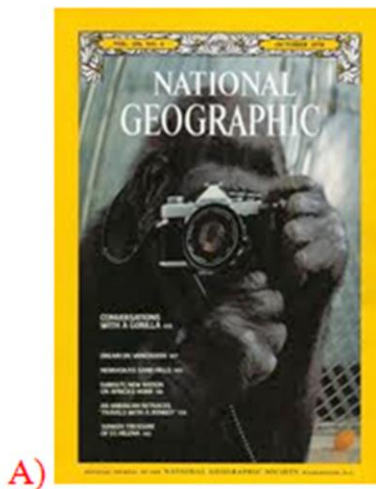
## PRACTICE TIME

Time to select your ingredients:



## QUESTION 9

In which of the following examples will you find a scholarly article?



**Answer on the next page...**

---

**FEEDBACK**

Question 9 – In which of the following examples will you find a scholarly article?

- A) Incorrect: this is a magazine
- B) Correct!
- C) Incorrect: this is a trade publication.
- D) Incorrect: this is a novel.

**Hooray! You've finished the module – only one more thing to do!**



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

**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 blogs of a Somali immigrant student to 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 strategies he developed in his blogs, as well as what his use of blogs could tell his teachers about the strengths and weaknesses of his writing. The paper attempts to 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.

- D) Bazerman, C. (1988). *Shaping written knowledge: The genre and activity of the experimental article in science*. Madison, WI: The University of Wisconsin Press.

### QUESTION 3

Which statement below best defines citation?

- A) A bibliography or references listing at the end of the article.
- 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 4

Which of the following citations would be found in a scholarly journal about blogging?

- A) Kim, P., Ng, C. K., & Lim, G. (2010). When cloud computing meets with semantic web: A new design for e-portfolio systems in the social media era. *British Journal of Educational Technology*, 41(6), 1018-1028. doi:10.1111/j.1467-8535.2010.01055.x
- B) Kagohara, D. M., Sigafos, J., Achmadi, D., O'Reilly, M., & Lancioni, G. (2012). Teaching Children with Autism Spectrum Disorders to Check the Spelling of Words. *Research in Autism Spectrum Disorders*, 6(1), 304-310.
- C) Kirkup, G. (2010). Academic blogging: academic practice and academic identity. *London Review of Education*, 8(1), 75-84. doi:10.1080/14748460903557803
- D) Yeo, J., & Tan, S. (2010). Constructive use of authoritative sources in science meaning-making. *International Journal of Science Education*, 32(13), 1739-1754. doi:10.1080/09500690903199564

### QUESTION 5

Which statement below best defines methods?

- A) A bibliography or references listing at the end of the article.
- B) An interpretation of the results.
- C) A description of the experimental design and conditions.
- D) A statement that introduces the subject to readers, who must then read the report to learn study results.

## QUESTION 6

Look at the following four examples from a journal article and identify the methods.

- A) The study finds that the tool has a slight impact on increasing student engagement.
- B) Classroom attendance data was collected and maintained by course instructors.
- C) I would like to thank the anonymous reviewers, Rick Kern, Hunter Hatfield, and Cathryn Crosby for help with this article.
- D) This paper details the process and findings of an action research project.

## QUESTION 7

Literature review serves to:

- A) show gaps in others' research and justify the current research.
- B) summarize the results of the research.
- C) give credit to other research.
- D) recommend new research.

## QUESTION 8

Using this excerpt of a scholarly paper, identify the literature review section.

## A → "It Makes You Think More When You Watch Things": Scaffolding for Historical Inquiry Using Film in the Middle School Classroom

ADAM WOELDERS

**B →** **ABSTRACT.** Students' understanding of history may be shaped less by their social studies teachers than by the powerfully ubiquitous, historically themed media images they passively consume outside of school. In this article, the author describes two strategies conducted during a classroom-based action research study designed to explore how historically themed film can be used to scaffold activities that encourage middle school students to conduct inquiries of the past and critically evaluate feature films and documentaries. Data collected from student surveys, focus group discussions, assignments, and classroom observations suggested that students benefit from well-structured activities that encourage them to compare historical accounts with cinematic portrayals of the past. In particular, the Know-Wonder-Learn and anticipation guide strategies can encourage criti-

cal viewing and thinking about how film accounts are created.

**Keywords:** critical thinking, film, history, scaffolding

**U** sing feature films, documentaries, and docudramas to teach social studies and history is recognized as a legitimate practice in schools and colleges (Briley 2002; D'Sa 2005; Marcus 2005; O'Connor 2001; Sprau and Keig 2001; Toplin 2002; Weinstein 2001). Educators argue that balanced history instruction should include opportunities for students to analyze and evaluate film re-creations of the past because they shape our understandings of history (Marcus; Seixas and Peck 2004; Weinstein). Thomas Doherty (2002) asserts that the "grim truth" is that people learn more history "from the multiplex than from middle school" and therefore he urges "Hollywood's treatment of the past be considered carefully rather than simply avoided. . . . The question is not whether to use film for historical study, but how to make the best use of it?" (13).

When I teach middle school students, I recognize that using historically themed film is essential to providing a meaningful and engaging history curriculum. To learn more about how

my history teaching practices improved, I conducted a teacher research study to investigate how tent-area reading strategies could be modified for using film in the school classroom. I experimented with two strategies—Know-Wonder (K-W-L; Ogle 1986) charts and anticipation guides—to explore whether effectively scaffold students' view of historically themed films as an engaging catalyst for history inquiry. In this article, I describe these strategies during a middle school civilitations unit with my eighth social studies class in a suburban school near Vancouver, Columbia. My findings and conclusions about how these strategies can be used appropriately emerge from analysis of classroom observations, student samples, focus group transcripts, and student survey responses. My recommendations for using K-W-L charts and anticipation guides to scaffold history inquiry using film address the concerns of educators who insist that direct representations of the past be used to facilitate analysis and interpretation rather than for passive content delivery. Activities that merely provide a break from the routine of textbook readings and reading.

**D →** ADAM WOELDERS teaches the International Baccalaureate program and other high school history and social studies courses at Pacific Academy near Vancouver, British Columbia. He recently completed his master's in education in the department of curriculum studies at the University of British Columbia.

## Last question!

### QUESTION 9

Given the following components, which *must* be included in a scholarly journal?

- A) Dedication note
- B) Key terms
- C) Authors educational background
- D) Literature review

**That's it! You're done! Let's see how you did...**



## FEEDBACK

**Question 1** – Which statement below best defines abstract?

- A) Incorrect: an abstract is not merely an overview of the topic.
- B) Incorrect: this describes the methods.
- C) Incorrect: this describes the results.
- D) Correct!

**Question 2** – Look at the following 4 examples from a journal article and identify the abstract.

- A) Incorrect: that is the heading of the article.
- B) Correct!
- C) Incorrect: this is author information.
- D) Incorrect: this is a citation.

**Question 3** – Which statement below best defines citation?

- A) Correct!
- B) Incorrect: this is the methods.
- C) Incorrect: this is the findings or conclusion.
- D) Incorrect: this is the abstract.

**Question 4** – Which of the following citations would be found in a scholarly journal about blogging?

- A) Incorrect.
- B) Incorrect.
- C) Correct!
- D) Incorrect.

**Question 5** – Which statement below best defines methods?

- A) Incorrect: this is the citation list.
- B) Incorrect: this is the findings or conclusion.
- C) Correct!
- D) Incorrect: this is the abstract.





**Question 6** – Look at the following four examples from a journal article, identify the methods.

- A) Incorrect: this is the findings or conclusion.
- B) Correct!
- C) Incorrect: this is credit information.
- D) Incorrect: that is the introduction of the paper.

**Question 7** – Literature review serves to:

- A) Correct!
- B) Incorrect: this is the findings or conclusion.
- C) Incorrect: this is the citation list.
- D) Incorrect: this is part of the conclusion.

**Question 8** – Using this excerpt of a scholarly paper, identify the literature review section.

- A) Incorrect: this is title information.
- B) Incorrect: this is the abstract.
- C) Correct!
- D) Incorrect: this is author information.

**Question 9** –

- A) Incorrect: this is not required.
- B) Incorrect: this is not required.
- C) Incorrect: this is not required.
- D) Correct!



# CONGRATULATIONS!

**You now have the knowledge to select quality ingredients for your academic research. Just remember:**

	<b>What It Is</b>	<b>Why It Is Important</b>
Abstract	The journal “trailer” to the actual article.	Is the abstract well-written and easy to understand? If the abstract makes you scratch your head, chances are the article will, too.
Citation List	A standardized way to document a source of information used during research so those reading the research can find the original source if desired.	Are most of the source types appropriate for the topic? Do most of the titles in the list seem relevant to the topic?
Methods	Provides a detailed overview of how the author(s) conducted their research.	The study methods form a large part of the credibility as a researcher and writer, so it is imperative that they are clear about what they did to gather information.
Literature Review	An overview of related research and findings, intended to provide background information on the topic and also present existing knowledge related to the topic.	Provides background, related research and findings, and justifies the research being presented.

**Well done – you deserve dessert!**

