EVALUATING A SCHOLARLY JOURNAL ARTICLE BY DETERMINING ITS PURPOSE, AUDIENCE, AND FORMAT

CONTENT ANALYSIS REPORT

AN ETEC613 PROJECT

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INSTRUCTIONAL GOAL

Although new technologies are making more types of sources for educational inquiry available - and variety can be a valuable stimulation - one of the main areas of academic pursuits, at least for now, remains the scholarly journal articles. Pursuing an advanced degree in a higher educational institution requires the student to use appropriate sources for academic papers and projects, eventually leading to the ability to construct his or her own scholarly journal articles. For a first-year graduate student, determining acceptable sources out of the abundance of available options can be a daunting task, one which he or she is not usually equipped to handle. This intellectual skill however, if carefully designed and implemented, may translate into a lifelong skill of selecting appropriate sources for his or her research and writing pursuits.

The instructional goal for this module is for a University of Hawaii first-year OTEC graduate student to evaluate a scholarly journal article for appropriateness in terms of purpose, audience, and format. This content analysis document includes instructional analysis, performance objectives, and Gagne's nine events of instruction that build up to the content presentation for each required skill. Only one cluster of skills, determining the appropriateness of a scholarly journal article based on its format, will be fully developed into an instructional module prototype.

TARGET POPULATION

The target population for this instructional module is a University of Hawaii first-year OTEC graduate student. Since this student has completed an undergraduate degree, the learner is familiar with differentiating types of sources for research papers and projects: books, magazine articles, newspapers, journal articles, and websites all may have been identified and used for undergraduate work. However, the unique characteristics of scholarly journal articles and the benefits that such sources can confer on a research paper or project may not have been learned prior to entering graduate school.

Given proper instruction, the learner will recognize that this skill set will be invaluable in identifying appropriate sources for graduate-level research and writing pursuits. In this module, each skill and subskill will be introduced to the learners through information presentation, examples and non-examples, and pretest and posttest in order to instruct, assess, and reinforce the learning.

The learner comes from the target population that is represented by a broad range of ethnic and socio-economic backgrounds and is above twenty years old. To capture attention and motivate the audience that may come from varying backgrounds, the instructional module will use the imagery of food and cooking as a learning vehicle. Carefully selecting quality ingredients for preparing a party dish is compared with carefully selecting quality sources for academic research.

INSTRUCTIONAL ANALYSIS

The terminal objective of this instructional module is for the learner to evaluate a given scholarly journal article for appropriateness in terms of purpose, audience, and format.

The figure 1 below shows three primary steps to achieve the terminal objective: 1) determine the **format** of the article, 2) determine the **purpose** of the article, and 3) determine its intended **audience**. Each step is accomplished by learning the necessary skills that also require learning the necessary subskills. There is one entry level behavior required to learn the subskills.

Each of the three steps with its prerequisite skills and subskills is referred to as a **cluster**. Although there are three clusters in this instructional module, only one cluster -- evaluating the appropriateness of a journal article based on its format -- will be fully developed into an instructional module prototype.

Determining the appropriate format of a scholarly journal article is achieved by four skills: identifying the abstract of the article, identifying the citation list in the article, identifying the research methods, and identifying the literature review. The skills of identifying the format elements must be preceded by subskills of defining those format elements, i.e. the learner needs to know what

an apple is before identifying an apple among other fruits in a fruit basket. Therefore the subskills of defining abstract, defining citation list, defining methods, and defining literature review precede the skill level of identifying those elements.

The other clusters, determining the purpose of the article and determining the audience of the article, complete the essential steps in determining the appropriateness of a scholarly journal article.

Determining the purpose of the article (by identifying purpose by defining purpose) will likely be a key step in assisting the learner to evaluate the article's subjective appropriateness for use in his or her research or writing project. Some examples of the purpose of an article are to inform, to disseminate research results, to advertise, and to entertain. Additionally, the relevance of the article's purpose to the learner's research topic should be considered to determine whether or not the article may be appropriate for use.

Determining the audience of the article (by identifying audience by defining audience) will further assist the learner in evaluating the appropriateness of the article for his or her research or writing project. Some examples of the audience are general population, specified trade or professional group, researchers, and students. Determining the appropriateness of the article audience will also help to determine the whether or not the article may be appropriate for use.

There is one assumed entry-level behavior (ELB) for all sub-skills: as a first-year OTEC graduate student, it is assumed that the learner is able to differentiate types of resources. In the hierarchy chart (figure 1), the ELB is below the dotted line.

By the end of this module, the learner will be able to evaluate a given scholarly journal article by determining its format, purpose, and audience, and assess its appropriateness for use in an academic research or a project.

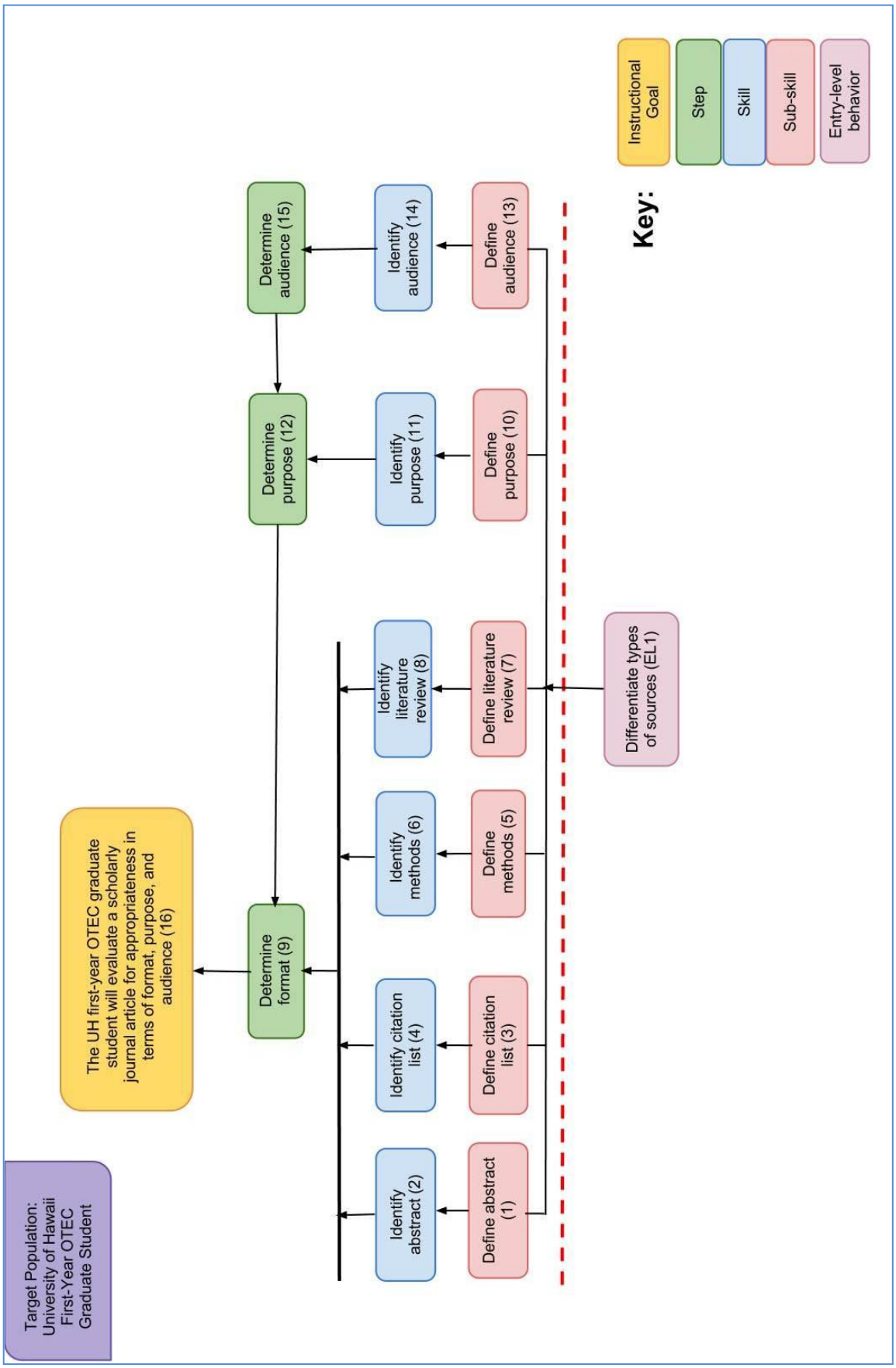


FIGURE 1 HIERARCHY OF SKILLS CHART

PERFORMANCE OBJECTIVES

The audience of this module is University of Hawaii first-year OTEC graduate students. Students are expected to master all performance objectives with 100% accuracy.

	Skill	Performance Objective
1	Define abstract	Given four definitions, the learner will identify the option that best defines abstract.
2	Identify abstract	Given a sample scholarly journal article, the learner will identify the abstract of the journal.
3	Define citations list	Given four definitions, the learner will identify the option that best defines a citation.
4	Identify citations list	Given four examples, the learner will identify the most appropriate citation.
5	Define methods	Given four definitions, the learner will identify the option that best defines methods.
6	Identify methods	Given four examples, the learner will identify the methods used.
7	Define literature review	Given four examples, the learner will identify the option that best defines a literature review.
8	Identify literature review	Given a sample scholarly journal article, the learner will identify the section that contains literature review.
9	Determine format	Given four examples, the learner will determine the scholarly journal.
10	Define purpose	Given four examples, the learner will identify the example that best defines purpose of a journal article.
11	Identify purpose	Given a sample scholarly journal article, the learner will identify the section where the purpose of the journal is stated.
12	Determine purpose	Given a sample scholarly journal article, the learner will identify what the purpose of the journal is.
13	Define audience	Given four examples, the learner will identify the example that best defines audience.
14	Identify audience	Given a sample scholarly journal article, the learner will identify the intended audience.
15	Determine audience	Given a sample scholarly journal article, the learner will determine the intended target audience.
16	Evaluate a scholarly journal article for appropriateness in terms of format, purpose, and audience	Given a piece of paper, pencil, and a sample scholarly journal article, the learner will identify the major sections of the article (abstract, citations list, methods, and literature review) and determine its purpose and audience to evaluate the article for suitability for the research topic.

SEQUENCE AND CLUSTERING OF OBJECTIVES

CLUSTER	OBJECTIVES	TIME
1 Determine Scholarly Journal Format	1. Define abstract 2. Identify abstract 3. Define citation list 4. Identify citation list 5. Define methods 6. Identify methods 7. Define literature review 8. Identify literature review 9. Determine format	30 minutes
2 Determine Purpose	10. Define purpose 11. Identify purpose 12. Determine purpose	15 minutes
3 Determine Audience	13. Define audience 14. Identify audience 15. Determine audience	15 minutes
4 Instructional Goal	16. The UH graduate student will evaluate a scholarly journal article for appropriateness in terms of format, purpose, and audience	60 minutes

PRE-INSTRUCTIONAL, ASSESSMENT, AND FOLLOW-THROUGH ACTIVITIES

PREINSTRUCTIONAL ACTIVITIES
Motivation: Most University of Hawaii OTEC graduate students enter a graduate program with some experience of academic research and possess the basic knowledge of differentiating types of resources for an academic research or project. Therefore this module assumes the learner's entry level ability to differentiate types of sources. **Hook:** You are in the kitchen to begin your cooking. How do you know what ingredients to use for a dish you have in mind? Selecting appropriate scholarly sources for graduate-level research or projects is much like selecting appropriate ingredients for the dish you are about to prepare. Ask any chef and he will tell you: Good ingredients make good food; bad ingredients make bad food. The diners and reason for the meal also determine how you prepare a dish; the same is true when you are selecting a scholarly source. You need to be cognizant of the intended audience and its purpose, to determine its appropriateness for use in your research.
Objectives: The learner will be able to identify the characteristics of a scholarly journal article that differentiates it from other types of sources (scholarly journal, trade journal, magazine, web page, books).
ASSESSMENT
Pretest: To measure the effectiveness of this instructional module, a pretest with multiple choice questions will be built into each cluster, followed by a posttest at the end of the cluster with parallel multiple choice questions.
Practice Tests: Embedded practice tests throughout the module will assess if the learning is taking place.
Posttest: A multiple choice test will be given after each cluster in the module to measure the learning that has taken place.
FOLLOW-THROUGH ACTIVITIES
Memory Aids: Embedded practice tests with feedback will reinforce what is learned, and the post-test will further reinforce the concepts learned in the module. Finally, a table of summary of concepts after the post-test will reinforce and aid memory of what was learned.
Transfer: Given a pencil and a different sample scholarly journal article, the learner will identify and mark the four important format elements (abstract, citation list, methods, and literature review). The learner will also determine purpose and audience and write them out in the form of an annotated bibliography.

GAGNE'S NINE EVENTS OF INSTRUCTION

Brief description of lesson: This paper-based self-instructional module will teach the first-year University of Hawaii OTEC graduate student to evaluate the appropriateness of a scholarly journal article for research by examining its four essential elements of format: abstract, citations list, methods, and literature review.

(1) Gain attention (reception): "As a graduate student, your research and projects will need to present scholarly journal articles to support your own topic. How do you determine the appropriateness of an article for your situation?" Use the metaphor of cooking: by carefully selecting only quality "ingredients" one can know that the finished "dish" will have quality.

(2) Inform learners of the objective (expectancy): "The goal 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, and literature review."

(3) Stimulate recall (retrieval): "Recall Dr. Hoffman's session at the OTEC retreat on how to search for scholarly journal articles using keywords, author, publication title, etc. Using EBSCOhost search engine, you retrieve a long list of articles. By scanning the titles, you pick one article that sounds like a possibility. Now what?" Administer pre-test.

(4) Present stimulus materials (selective perception): Show an abbreviated sample scholarly journal article with the four sections highlighted in different colors.

(5) Provide learner guidance (semantic encoding): Define and identify each of the highlighted format elements in the selected sample article. To determine a quality ingredient, define and identify the essential characteristics to look for.

(6) Elicit performance (responding): "Here is another sample scholarly journal article. Can you identify the four format characteristics? Please mark them on the paper."

(7) Provide feedback (reinforcement): Let the learner know if the format characteristics are correctly identified and ask if there are questions. Provide embedded tests with immediate feedback.

(8) Assess performance (retrieval): Post-test after each learning module will assess whether or not the learning has taken place.

(9) Enhance retention and transfer (generalization): Good ingredients make good food; bad ingredients make bad food. Good, appropriate elements of a scholarly journal article will make it a useful source for your academic needs. Consequently, having good sources will ensure quality in your academic research pursuit.

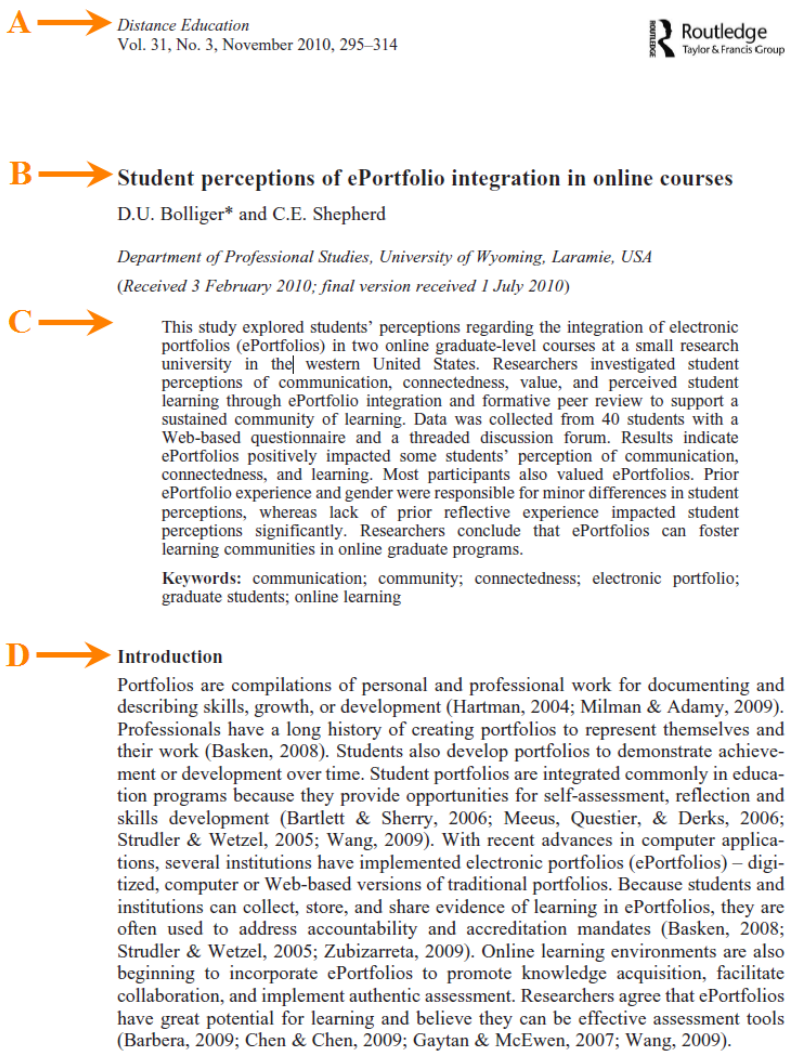
CONTENT PRESENTATION AND LEARNER PARTICIPATION

Skill numbers below correspond to the numeric labels on the skill objects in the hierarchy chart (Figure 1).

SKILL	**Define abstract**	**#1**
OBJECTIVE	Given four definitions, the learner will identify the option that best defines abstract.	
CONTENT PRESENTATION		
Information Presentation	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.	
Examples	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. 	

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> [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.	
Pretest & Embedded	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.	
Feedback	A) Correct! B) Incorrect: this is the citations. C) Incorrect: the introduction follows the abstract. D) Incorrect: a review is considered a literature review.	
Posttest	Which statement below best defines abstract? A) A discussion of current trends and practices. B) A detailed description of how the study was conducted. C) An interpretation of the results. *D) A paragraph that introduces the subject to readers, who must then read the report to learn study results.	

SKILL	Identify abstract	#2
OBJECTIVE	Given a scholarly journal example, the learner will identify the abstract of the journal.	
CONTENT PRESENTATION		
Information Presentation	Now that you know the definition of abstract, you need to be able to identify it when you are evaluating a scholarly article. To recall what an abstract is: 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 your research approach ● The significance of the proposed topic should become clear A self-contained piece of writing that can be understood independently from the essay or project	
Examples	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. 	
Non-Example	**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.	

Pretest & Embedded	Using this excerpt of a scholarly paper, identify the abstract:  A) 1 B) 2 *C) 3 D) 4	
Feedback	A) 1 - Incorrect: that is the heading of the article. B) 2 - Incorrect: that is the title of the article. C) 3 - Correct! D) 4 - Incorrect: that is the introduction of the paper	
Posttest	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	

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*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.

SKILL	Define citations list	#3
OBJECTIVE	Given four definitions, the learner will identify the option that best defines a citation.	
CONTENT PRESENTATION		
Information Presentation	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.	
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	
Pretest & Embedded	Citation is best represented by which statement? A) The title of the journal including the author(s) names. *B) It is a method 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 subject to readers, who must then read the report to learn study results.	
Feedback	A) Incorrect: this is just the title. B) Correct! C) Incorrect: this is a description of methods. D) Incorrect: this is the abstract.	

Posttest	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.	

SKILL	**Identify citation list**	**#4**
OBJECTIVE	Given four examples, the learner will identify the most appropriate citation.	
CONTENT PRESENTATION		
Information Presentation	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. o A scholarly journal article may be only available online if it is from an online-only journal – these sources can still be reputable. o 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	Given the topic is on blogging: 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	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	

Pretest & Embedded	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.	
Feedback	A) Incorrect. B) Correct! C) Incorrect. D) Incorrect.	
Posttest	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., Sigafoos, 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	

SKILL	Define methods	#5
OBJECTIVE	Given four definitions, the learner will identify the option that best defines methods.	
CONTENT PRESENTATION		
Information Presentation	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 used in research. 2) Apparatus and materials used. 3) Procedures used.	
Non-Examples	1) Feelings about the research. 2) Introduction to the research.	
Pretest & Embedded	Methods are best represented by which statement? A) The title of the journal including the author(s) names. B) It is a method to document a book, article, website, or any source of information used during research. C) A paragraph 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.	
Feedback	A) Incorrect: this is the title. B) Incorrect: this is the citation list. C) Incorrect: this is the abstract. D) Correct!	
Posttest	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 paragraph that introduces the subject to readers, who must then read the report to learn study results.	

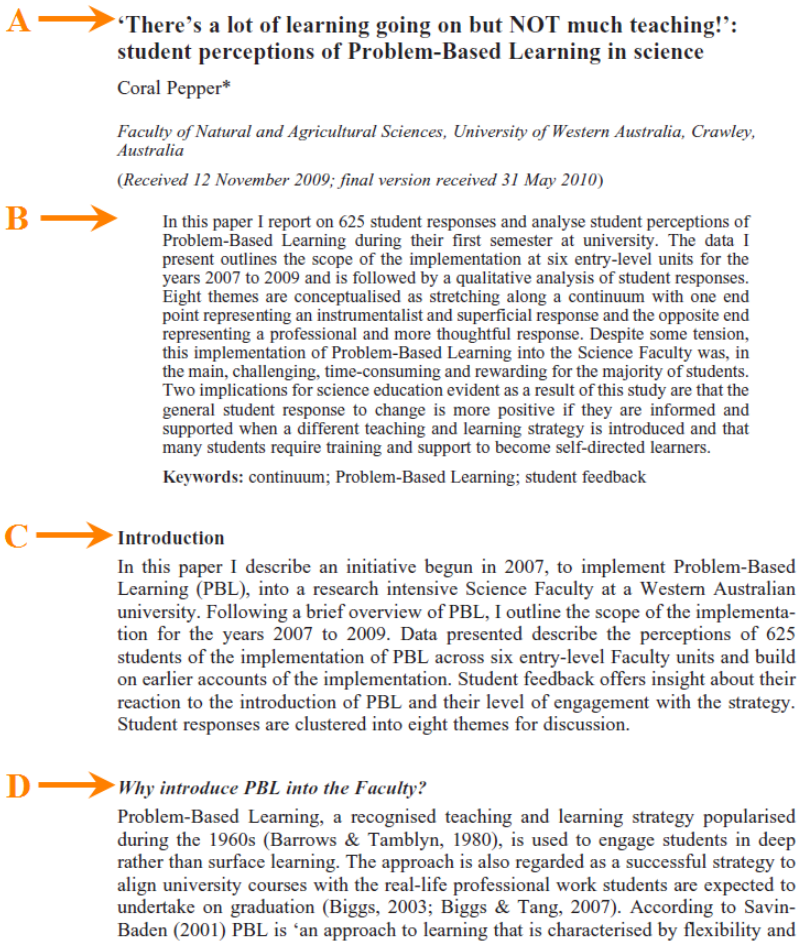
SKILL	Identify Methods	#6
OBJECTIVE	Given four examples, the learner will identify the methods used.	
CONTENT PRESENTATION		
Information Presentation	With the methods section, as with the sections above, it's as if the author is walking his/her readers through the study almost as if they you were a participant. What happened first? What happened next?	
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 a participant not a 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 results of the research are presented -both narrated 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, discuss unexpected results, and tie the findings to the previous literature. The discussion section should move from specific to general.	
Pretest & Embedded	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.	

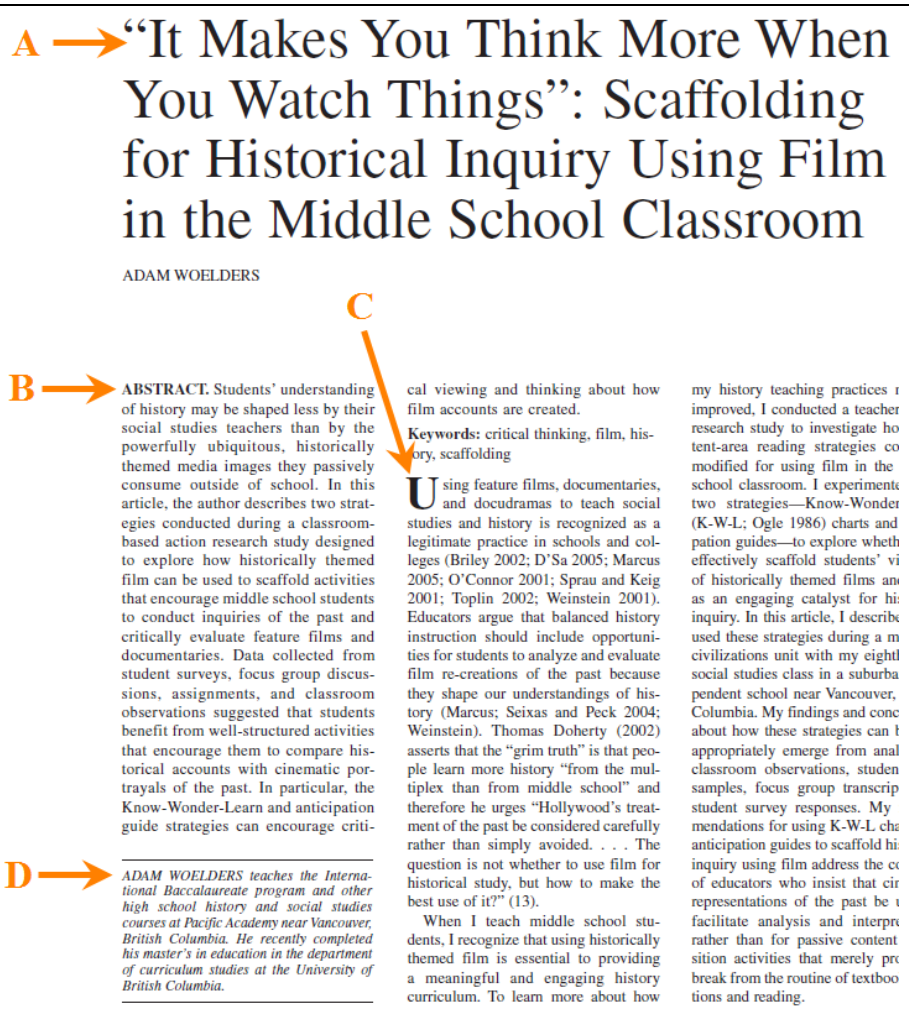
	doi:10.1108/03090560710821161 B) Students felt the tool presented the material more clearly. *C) The sample population was selected from students enrolled in sections of Math 25. D) Eighty-four percent believed the tool allowed them to understand the course.	
Feedback	A) Incorrect: this is a citation. B) Incorrect: this is the findings or conclusion. C) Correct! D) Incorrect: this is the results.	
Posttest	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.	

SKILL	**Define Literature Review**	**#7**
OBJECTIVE	Given four examples, the learner will identify the option that best defines a literature review.	
CONTENT PRESENTATION		
Information Presentation	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.	
Examples	1) A summary of other literature that logically lead up to the topic of the article. 2) A review of other articles relevant to the research study in question. 3) A summary of other literature to show gaps in the research and to justify this research. 4) A summary of other articles to provide background information.	
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.	

Pretest & Embedded	Literature review is best defined as a: A) list of referenced works. B) summary of 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.	
Feedback	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.	
Posttest	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.	

SKILL	Identify Literature Review	#8
OBJECTIVE	Given a scholarly journal example, the learner will identify the section that contains literature review.	
CONTENT PRESENTATION		
Information Presentation	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-Example	Boaler, J. 1999. Mathematics for the moment, or the millennium? *Education Week 17*(29): 30–34.	
Pretest & Embedded	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 Pepper, C. (2010). 'There's a lot of learning going on but NOT much teaching!': student perceptions of Problem-Based Learning in science. *Higher Education Research & Development*, *29*(6), 693-707.	
Feedback	A) Incorrect. That is author information. B) Incorrect. That is an abstract. C) Incorrect. That is an introduction without literature review. *D) Correct!	
Posttest	Using this excerpt of a scholarly journal article, 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

C

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 critical viewing and thinking about how film accounts are created.

Keywords: critical thinking, film, history, scaffolding

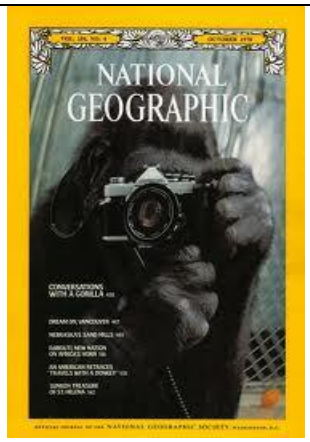
Using feature films, documentaries, and docudramas to teach social studies and history is recognized as a legitimate practice in schools and colleges (Briley 2002; D'Sa 2005; Marcus 2005; O'Connor 2001; Sprau and Keig 2001; Toplin 2002; Weinstein 2001). Educators argue that balanced history instruction 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).

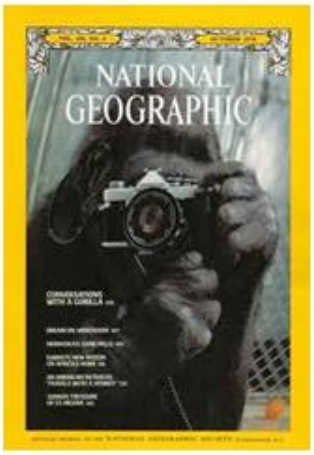
When I teach middle school students, I recognize that using historically themed film is essential to providing a meaningful and engaging history curriculum. To learn more about how my history teaching practices r improved, I conducted a teacher research study to investigate ho tent-area reading strategies co modified for using film in the school classroom. I experimente two strategies—Know-Wonder (K-W-L; Ogle 1986) charts and pation guides—to explore wheth effectively scaffold students' vi of historically themed films an as an engaging catalyst for hi inquiry. In this article, I describe used these strategies during a m civilizations unit with my eighth social studies class in a suburba pendent school near Vancouver, Columbia. My findings and conc about how these strategies can b appropriately emerge from anal classroom observations, studen samples, focus group transcrip student survey responses. My mendations for using K-W-L cha anticipation guides to scaffold hi inquiry using film address the c of educators who insist that cir representations of the past be u facilitate analysis and interpre rather than for passive content sition activities that merely pr break from the routine of textboo tions 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.*

Woelders, A. (2007). "It makes you think more when you watch things": Scaffolding for historical inquiry using film in the middle school classroom. *Social Studies, 98*(4), 145-152.

SKILL	Determine Format	#9
OBJECTIVE	Given four examples, the learner will determine the scholarly journal.	
CONTENT PRESENTATION		
Information Presentation	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) 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 (popular magazines) such as *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.	
Pretest	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	A) Incorrect: this is not required. B) Correct! C) Incorrect: this is not required. D) Incorrect: this is not required.	

Embedded test	In which of the following examples will you find a scholarly article? A)  B)  C)  D) 	
Feedback	A) Incorrect: this is a magazine B) Correct! C) Incorrect: this is a trade publication. D) Incorrect: this is a novel.	
Posttest	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	