

# Education Research: Accessing Library Resources

## CONTACT INFORMATION

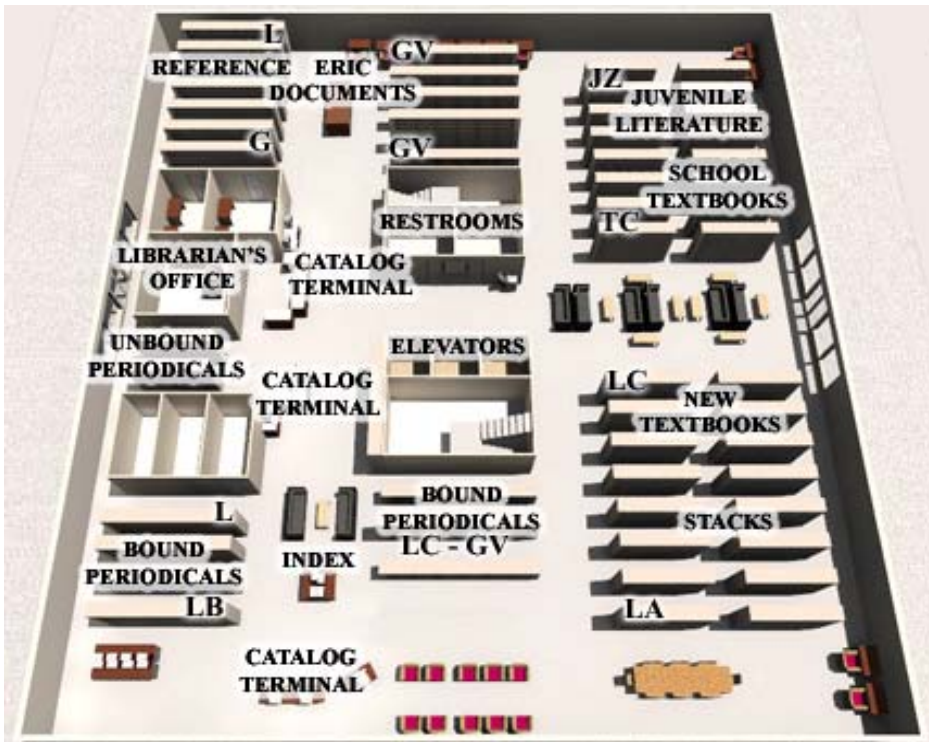
LAURIE CHARNIGO  
EDUCATION LIBRARIAN  
(256) 782-5245  
[CHARNIGO@JSU.EDU](mailto:CHARNIGO@JSU.EDU)

All handouts, with linked examples, are available from the library home page at:  
<http://www.jsu.edu/depart/library/>

1. Click on "Research Assistance" 2. Click on "Library Handouts" 3. Under "Education Handouts"

## Contents

- **Library Directory**
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*Educational research is no mere spectator sport, no mere path to academic tenure. ...It has moral obligations. The society that supports us cries out for better education for its children...especially the poor ones, those at risk, ...we must remember the payoff inheres in what happens to the children. That is our concern (Picciano, 2004, p.1).*

*N. L. Gage in an address to the American Association of Educational Research.*














### 5<sup>th</sup> Floor Map

**WELCOME TO HOUSTON COLE LIBRARY  
WE'RE HERE TO ASSIST YOU – PLEASE ASK**

**LIBRARY HOURS**

Monday – Thursday 7:30AM - 11:00PM  
 Friday 7:30AM - 4:30PM  
 Saturday 9:00AM - 5:00PM  
 Sunday 3:00PM - 11:00PM

**Directory**

<b>12<sup>th</sup> Floor</b>		<b>Observation Deck and Study Floor</b>					
<b>11<sup>th</sup> Floor</b>		<b>Conference Center</b>					
<b>10<sup>th</sup> Floor</b>		<b>Computer Lab</b>	<b>Alabama Gallery</b>		S,T,U V,K	Technology, Family & Consumer Science, Military Science, Law	
<b>9<sup>th</sup> Floor</b>					Q,R	Science, Nursing, Medicine, Math	
<b>8<sup>th</sup> Floor</b>	 <b>Systems Office</b>		<b>University Librarian</b>				
<b>7<sup>th</sup> Floor</b>					PQ - PZ	Literature	
<b>6<sup>th</sup> Floor</b>		<b>Music Listening Room</b>				P - PN M,N	Art, Music, Languages Drama, Communication
<b>5<sup>th</sup> Floor</b>					J=Juvenile, GV,L TC=Textbooks	Education, Physical Education	
<b>4<sup>th</sup> Floor</b>					H,J	Social Sciences, Business Political Science	
<b>3<sup>rd</sup> Floor</b>		<b>Microform Reader Printers</b>			D,E,F,G (ex. GV)	History, Geography Genealogy	
<b>2<sup>nd</sup> Floor</b>		<b>Microform Reader Printers</b>	 <b>Scanner</b>	<b>Reference Desk</b>	<b>Newspapers</b>	A,B,C,Z	General Works, Philosophy Library Science
<b>Exit</b>	<b>Lobby</b>	<b>Reserve Desk ILL</b>	<b>Circulation Desk (Book Check Out)</b>	<b>Current Popular Periodicals</b>	 <b>Vending Machines</b>	<b>Exit</b>	
<b>Ground Floor</b>	<b>Technical Services</b>	<b>Audio/Visual Center</b>	<b>Computer Classroom</b>	<b>Learning Services</b>			

**Access to the Online Catalog and other electronic resources is available on each floor.** Rev 02/04

## **Databases of Interest to Education and HPER Students**

To access the databases from home, go to the Library Web Site at <http://www.jsu.edu/depart/library/> and click on "Databases/ Electronic Resources." Search for databases by "subject" or by one of the titles below using a "title" search.

### **All aspects of Education (including any of the categories listed below)**

- [ERIC](#) (Education Resources Information Center)
- [Education Full Text](#)
- [EBSCOhost Education Databases](#) (ERIC, Academic Search Premier, PsycInfo, and Professional Development Collection)

### **Counseling/ Psychology**

- [PsycINFO](#)
- [Psychology Databases](#) (EBSCOhost)

### **Education Law**

- [Westlaw Campus](#)

### **Administration, Business, Technology, Industry, and Company Information**

- [Business Source Premier](#)
- [Emerald Fulltext](#)

### **Children's Literature**

- [Library Literature](#)
- [Academic Search Premier](#)
- [MLA](#) (Modern Language Association)

### **Tests and Measurements**

- [Mental Measurements Yearbook](#) (produced by the Buros Institute)

### **Sociology/Social Work**

- [Social Services Abstracts](#)
- [Sociological Abstracts](#)

### **Dissertations**

- [UMI ProQuest Digital Dissertations](#)

### **Health, Physical Education, and Recreation**

- [Medline](#)
- [SPORT Discus](#)
- [Health Databases](#) (EBSCOhost)
- [CINAHL](#) (Nursing and Allied Health Literature)

# **Using ERIC**

# Evaluating Journal Articles

## Refereed (or “peer reviewed”)

Make sure your articles come from refereed journals. Refereed journals are scholarly publications (not popular magazines). All the articles published in these journals have been rigorously examined for soundness, accuracy, significance to the profession, thorough literature reviews, and methodological sophistication of any research methods used. All articles have undergone a “blind review” process. An editorial board, made up of scholars in the field, reviews and edits all articles submitted to the journal and either rejects articles or accepts the articles (usually with recommendations for various changes). Most databases now allow users to **limit a search to refereed journals**. Look for and click on the limiter box “peer review.”

## The Journal

- Did the article come from a scholarly journal (i.e., *Harvard Educational Review*) rather than a popular magazine (i.e., *Time*)?
- Is the journal “peer reviewed,” “refereed,” or “juried?” In other words, have the articles been reviewed by professionals in the field?
- Check the journal for a list of reviewers (editorial board).
- Do the submission guidelines mention a review process (usually located in the front or back cover)? Many journals list their Web address in the inside cover. Submission guidelines can usually be found there also.

## The Author

- Are the author’s credentials listed?
- Is the author qualified to write about the topic? (Is he/she a professional in the field or associated with an academic institution?)

## The Content of the Publication

- What type of publication is this?
- Viewpoint/opinion piece  
An Article expressing the writer’s views/own perspectives. It often does not include a reference list.
- News piece/journalistic writing  
Purpose of the article is to report news or current issues. It hardly ever includes a list of references.
- Scholarly article based on authorities in the field (as opposed to personal opinion)  
An article based on works and findings of authorities in the field. The author has done their “homework” and a list of references is included.

## ***Identifying Research Articles***

The article is based on original research.

*Usually includes the following components:*

- Abstract
- Literature Review
- Theory or Background
- Methods
- Procedures
- Results/Findings
- Supporting diagrams, charts, figures, etc.
- Discussion
- Conclusion
- Call for further research

## **Evaluating ERIC Documents**

Because ERIC Documents include a large scope of work, of varying degrees of scholarliness, limit your use of ERIC Documents to high quality “research reports” or “evaluation studies.” The “publication type” section of the ERIC Document citation will indicate type of publication.

- **What type of publication is this?**  
Report/Research, opinion piece, paper, conference proceeding, classroom guide, dissertation, pamphlet?
- **Who authored or sponsored the publication?**
- **Is there a scholarly or professional organization associated with the publication?**
- **If a conference proceeding or paper, where was it presented? When was it presented?**

# Citing Sources: APA Style



The following citation examples follow the method recommended by the *Publication Manual of the American Psychological Association (APA)*. The *Publication Manual* is the style usually preferred for social science disciplines such as psychology, education, social work, etc.

Refer to the *Publication Manual of the American Psychological Association* for guidelines on citation, paper format, writing style, and how to quote works within your paper. There is a copy of this publication at the Reserve desk in the Lobby. The call number is [BF 76.7 .P83 2001](#). See our **Citing Sources** Web Page for online help at:

<http://www.jsu.edu/depart/library/graphic/cite.htm>

## **When quoting works within your paper:**

**Use parenthetical citations.** For example:

Phillips (2003) discovered that he could “run faster after eating five banana sandwiches” (p. 25).

“I ran a mile in four minutes after eating five banana sandwiches” (Phillips, 2003, p. 49).

**Use block quotes for quotes with 40 words or more.**

**Quoting from a secondary source.** For example,

Phillips (as cited in Higgins, 2003) concludes that there is a direct correlation between bananas and speed.

*Only cite Higgins in the reference list at the end of your paper since you have read the work by Higgins but not the work of Phillips.*

**For Internet documents that do *not* have page numbers but do have paragraph numbers:**

**Use the following paragraph symbol: ¶** For example:

Phillips recommends a “ full diet of banana sandwiches and chocolate milk” (2003, ¶ 2).

To make the paragraph symbol in Microsoft Word:

- Click on "Insert"
- Click on "Symbol"
- Click on "Special Characters"
- Click on the "Paragraph" symbol.

## **Format for the reference list at the end of your paper**

**Double space your reference list.**

**Alphabetize references by last name.** *If the publication does not have an author, use the first word in the title. If the title begins with an article (e.g., the, a) start with the next word in the title.*

**Use hanging indents (see examples below)**

After the first line of the citation, indent the following lines **0.5**. This is called a hanging indent. *You can format your references page to create hanging indents in Microsoft Word by following the following steps:*

- Click on "Format"
- Click on "Paragraph"
- Under "Indents and Spacing" click on "Special"
- Click on "Hanging"
- Make sure the indent is set at 0.5

## **Examples of Reference Citations**

### **Journals**

**Basic format for journal articles:**

Author last name, initials. (year of publication). Title of the article. *Journal Title*, volume number, issue number within the volume, page numbers.

*\*Notice that only the first word of article titles and books as well as the first word of the subtitle or after the colon are capitalized*

### **Journal Article**

Hartley, D. (1995). The "McDonaldization" of higher education: Food for thought? *Oxford Review of Education*, 21(4), 409-423.

Markwell, J. & Brooks, D. W. (2002) Broken links: The ephemeral nature of educational WWW hyperlinks. *Journal of Science Education and Technology*, 11(2), 105-108.

**Six authors or more (this is also how you cite a popular magazine)**

*"et al ." is the Latin abbreviation for et alii (and others)*



Ratnesar, R., Donley, M., Gribben, S., Fowler, D., Harrison, L., Morse, J., et al. (1999, January 25). The homework ate my family. *Time*, 153(3), 54-62.

### **Book Review Examples**

Slapin, B. (2001). Presenting Wounded Knee in books for children. [Review of the book *Wounded Knee*]. *MultiCultural Review*, 10(4), 54-56.

Weber, Myles. (2000). [Review of the book *Who killed Homer*]. *Southern Humanities Review*, 34(3), 272-275.

### **Newspaper**

Slow start for federal 'No Child' law red tape hinders education effort. (2003, April 4). *The Atlanta Journal Constitution*, p. A1, A4.

### **Letter to the Editor**

Kayllan, M. (2002, October 16). U.S. history textbooks: Dull, jumbled and heavy [Letter to the editor]. *Wall Street Journal*, A21.

### **ERIC Document**

*Make sure you include the ERIC Document number (ED) in parentheses at the end of the citation.*

Howard, John. (1964). *The hippie college dropout: Final report*. Washington, D.C.: Bureau of Research. (ERIC Document Reproduction Service No. ED027853).

### **Books**

Winterer, C. (2002). *The culture of classicism: Ancient Greece and Rome in American intellectual life, 1780-1910*. Baltimore: Johns Hopkins University Press.

### **Edited Book**

Bresler, L. & Ardichvili, A. (Eds.). (2002). *Research in international education: Experience, theory & practice*. New York: P. Lang.

### **Chapter out of a book**

Inter-Institutional Early Childhood Consortium. (2002). What's wrong with playing cowboys and Indians?: Teaching cultural diversity to preschoolers. In J. Spielberger & B. McLane (Eds.), *Play in practice: Case studies in young children's play* (pp. 56-72). St. Paul, MN: Redleaf Press.

### **Proceedings**

Jones, M. (1998). Future fast forward: Libraries and distance education. *Proceedings of the OCLC Symposium*, 89, 150-155.

### **Encyclopedia Entry** (“Piaget, Jean” is the entry)

Piaget, Jean. In *The Britannica student encyclopedia* (Vol. 14, pp. 230). Chicago: Encyclopedia Britannica.

### **Electronic Sources**

**For aggregated databases** (searchable database such as EBSCOhost's ERIC).

Gonzalez, A. (2002). Parental involvement: Its contribution to high school students' motivation. *Clearing House*, 75(3), 132-134. Retrieved April 21, 2003, from EBSCOhost database (ERIC).

Plant, R., & Page, J., Jones, J.P., & Bonham, J. (2003, January 16). Physical graffiti on the classroom desk. *Chronicle of Higher Music Education*. Retrieved April 21, 2003, from EBSCOhost (Academic Search Premier).

### **For Web sites**

#### **Publication on the Internet**

National Education Association. (2002). *Rankings and estimates: Rankings of the states 2001 and estimates of school statistics 2002*. Retrieved April 21, 2003, from the National Education Association Web site:  
<http://www.nea.org/edstats/>

#### **Government Publication**

National Center for Education Statistics, U.S. Department of Education. (2001). Federal programs for education and related activities. In *Digest of education statistics 2001* (chap. 4). Retrieved April 21, 2003, from the National Center for Education Statistics Web site:  
<http://nces.ed.gov/pubs2002/digest2001/>

#### **No date listed. The author is an organization.**

National Education Association. (n.d.) *Teacher research reviews*. Retrieved April 21, 2003, from <http://imaginary.citation.gov/>

#### **Online Newsletter**

Phillips, W., Charnigo, L., Smith, R., Cramer, D., Higgins, M., Strnad, B., et al. (2002, April). Whole school reform: Ongoing dialogue. *School Reform News*, 5(5). Retrieved from <http://imaginary.citation.gov/>

#### **E-journal** (journals published solely online with no print counterpart)

Sadler, W. (2002, April 21). Technology in rural schools. *Technology in Schools*, 15, Article 17. Retrieved April 21, 2003, from <http://technology.sch.org>

# Jacksonville State University's Policy towards Plagiarism

From the *JSU Handbook* (under "university policies")

Internet Address: <http://www.jsu.edu/depart/handbook/index.html>

## I. ACADEMIC HONESTY

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. Violations include BUT ARE NOT LIMITED TO, the following actions:

...F. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit

...L. Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of their true source.

**...Note: Students may be found in violation of the Academic Honesty Policy through the academic grading procedure as long as notice and hearing are granted and appeal is available and/or through the University Judicial System (See Judicial Procedures, Section III, 1-4)**

### TIPS TO AVOID PLAGIARISM:

1. Cite all sources accurately. Make sure title, article, year, volume number, issue number and page numbers are correct. Professors will probably check your sources for citation accuracy.
2. Organize, keep track of, and make sure you have all the information needed for your citations. This will make it easier for you to cite your sources when you start to write your paper.
3. Give credit for indirect quotes or ideas even when you have not quoted an author's direct words.
4. Be careful about "copying and pasting" information. Make sure that you cite any information that has been copied and pasted. It is very easy for an instructor to tell the difference between your individual writing style and sections where you have "copied and pasted."

# **Education Research Methods: Journal Article Examples**

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## **Qualitative Methods**

### **Ethnographic Study**

Rogers, R. (2002). Through the eyes of the institution: A critical discourse analysis of decision making in two special education meetings. *Anthropology and Education Quarterly*, 33(2), 212-37.

[\(Available online\)](#)

### **Case Study**

Xu, J. & Corno, L. (1998). Case studies of families doing third-grade homework. *Teachers College Record*, 100(2), 402-36.

[\(Available online\)](#)

## **Quantitative Methods**

### **Quantitative Descriptive Study**

DiPaola, M. & Tschannen-Moran. (2003). The principalship at a crossroads: A study of the conditions and concerns of principals. *NASSP Bulletin*, 87, 43-65.

[\(Available online\)](#)

### **Correlational Study**

Sloan, T., Daane, C.J., & Giesen, J. (2002). Mathematics anxiety and learning styles: What is the relationship in elementary preservice teachers? *School Science and Mathematics*, 102(2), 84-7.

[\(Available online\)](#)

### **Causal Comparative Study**

Gruber, C.D. & Onwuegbuzie, A.J. (2001). Effects of block scheduling on academic achievement among high school students. *High School Journal*, 84(4), 32-42.

[\(Available online\)](#)

## **Experimental Studies**

Funkhouser, F. (2002/ 2003). The effects of computer-augmented geometry instruction on student performance and attitudes. *Journal of Research on Technology in Education*, 35(2): 163-75.

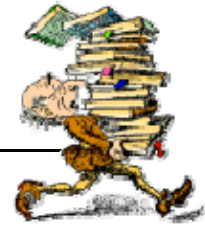
[\(Available online\)](#)

# **Action Research**

Dils, A.K. (2000). Using technology in a middle school social studies classroom.  
*International Journal of Social Education*, 15(1), 102-12.  
([Available online](#))

List of research articles compiled by Anthony G. Picciano in *Education Research Primer* (2004). See this book for easy-to-read summaries of educational research methods and statistics.  
LB 1028 .P48

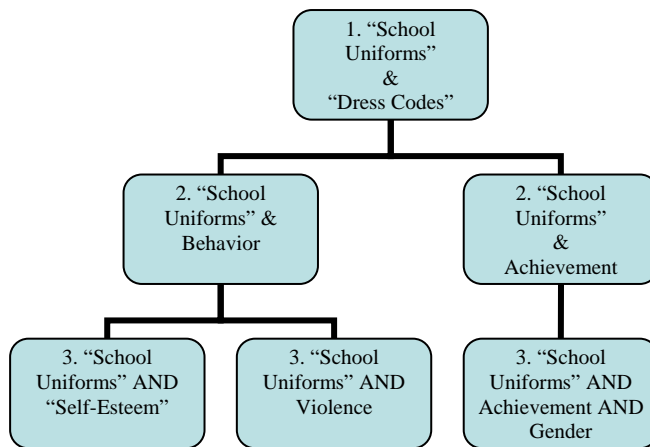
# Conducting the Literature Review



In *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, John W. Creswell, writes:

Reviewing and organizing the literature does more than put it in physical order. It helps you to establish a conceptual picture of the information. Having a conceptual picture allows you to organize the literature in your mind, identify where the study fits into this literature, and convince others of the importance of your study.<sup>1</sup>

Creswell, suggests constructing a “literature map” to organize the literature. Starting with broad keywords for your topic, place the articles into “related topical areas.”



**1. Broad Keywords**

**2. Break into narrower categories**

**3. Should be able to break into even more narrow/specific groups**

## Example of a Literature Review

See the following article which is an example of an extensive literature review. Note how the authors have **synthesized** the literature into topical areas.

Feldman, A.F. & Matjasko. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75(2), 159-210.  
([Available online](#))

## Criteria for Completing a Good Literature Review

See the “Literature Review Scoring Rubric” in the following article for evaluating your literature review:

Boote, D.N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.  
([Available online](#))

<sup>1</sup> Creswell, J.W. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. New Jersey: Merrill Prentice Hall.