



Sources – using & citing (1-3)



Høgskolen
i Innlandet

Content



Part 1. Evaluation of sources

Part 2. How to cite

Part 3. Plagiarism

Hi, and welcome to the class on using and citing information sources from the library at Inland Norway University of Applied Sciences.

WHY – information literacy

- There are distinct national expectations (based in the course) to what you are to learn
- You should be able to keep updated in your field
- You should be able to use knowledge and research results on problems you will meet in your occupational life and use this to make well-founded choices.
- You should be able to locate, evaluate and cite information and sources and present it to elucidate a problem. You should be able to use academic tools and terminology, and communicate on your subject area to exchange experiences and perspectives.

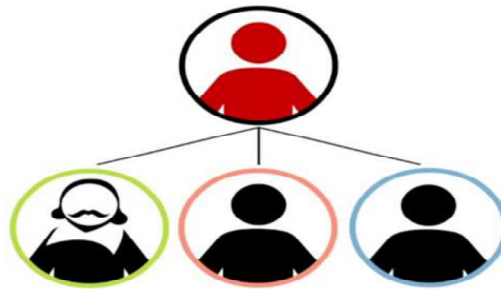
And you will get some tools to use when writing assignments while you are a student.

Learning goals

How to critically evaluate information sources:

- To be familiar with different information sources
- Recognizing relevant and credible sources
- Using tools to assess information sources

Citation: A (Very) Brief Introduction



This video is about why and how cite.

To quote this video: "you are recognizing that your research and scholarship is build upon the work and ideas of many who came before you"

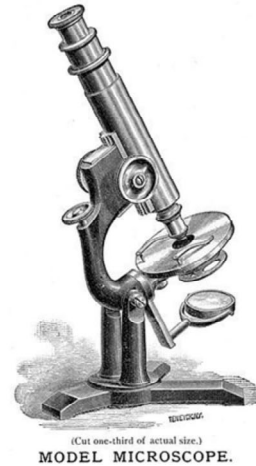
In academia we are talking about «Standing on the shoulders of giants» (Newton). All science builds on previous studies, and for you as a student this means that also all your work should be based on science. You have to be able to find the research done in your field, and learn to read it with a critical look. You have to recognize trustworthy and reliable sources, and know how to apply your knowledge in written work. You are supposed to build on research by using sources in your writing. Your text will form a part of your academic field, and a way to achieve this is to use central sources within the field.

Help yourself! Not only in respect, but what is useful for you? Use sources actively – think of the enormous amounts of reliable research within your field!

<https://youtu.be/IMhMuVvXCVw>

Evaluating sources - ROAR model

- Reliability
- Objectivity
- Accuracy
- Relevance



The ROAR model is a set of 4 criteria to help you assess the sources.

R for RELIABILITY:

- Who is behind the source? Who has written the text? Is the author properly presented? What are the authors qualifications?
- If only the name is stated in the article, is it easy to find further information about the person?
- Can you search the author? Can you find the author in Google Scholar? Is the person affiliated to a university or a research organization?
- Check the journal's or publisher's web pages

O for OBJECTIVITY

- Scholarly sources should strive to be objective (although this is not entirely possible). You may have to compare several sources to assess
 - Is the information partial/objective, is it balanced, biased
 - As a new student it can be difficult to critically evaluate sources in your field, before you have acquired the necessary tools and knowledge to assess reliability
- However, an objective source will:
- shed light on a topic
 - give the reader space to make her own judgement
 - have a rational argumentation

A for ACCURACY:

- Is it clear when the source was published and revised? **Age – is it to old?**
- Is the source updated/outdated? Note: e.g. a book on ICT in schools published in 1999 is probably only relevant for educational historians.
- Is the source comprehensive, detailed and precise?
- Does it contain citations and bibliography?
- How old are the sources cited, what kind of sources?

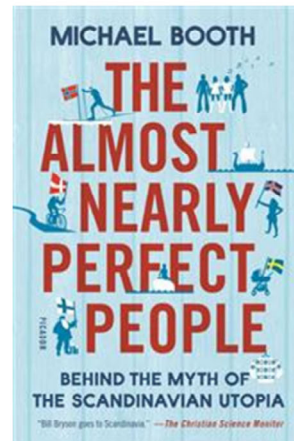
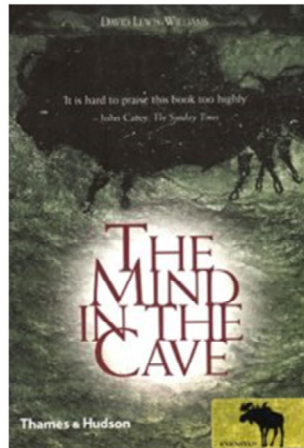
The last one is R for RELEVANCE:

- The source may be a good one, but it also has to be suited to your problem field!
- It has to be relevant
- It can easily be too much information...
- Does it answer your questions?

ROAR model: an example

Is the source

Reliable?
Objective?
Accurate?
Relevant?



We can use the ROAR model as a tool to assess the source..

Here are a couple of books. Pose the question: Is this source Reliable? Objective? Accurate? Relevant?

We can only see the book covers, but we can nevertheless make some assumptions on whether these books can be used as sources in a scholarly text.

- By looking up the authors you will find that the author of the book on the right is a journalist, while the author of the book on the left is a recognised researcher and professor. Academic publisher? Picador (no claims to be academic on their webpages, Thames & Hudson – art, archaeology "research of top scholars" **(reliable?)**)
- Language in title and subtitle «almost nearly perfect people», "myth of the Scandinavian utopia", implying that the author has a preconceived opinion on the subject. **(objective?)**

It is, however, not unusual that researchers use witty metaphors even in scholarly books and articles, so a source should not be dismissed on title only.

- When is it published, where and by whom. Updated info? Does it contain citations and bibliography? **(accurate?)**
- Does it answer the questions raised in your text? **(relevant?)**

We need more information on each book:

The mind cave

At first sight... a novel?

Author: several scientific affiliations

- Proper citations and bibliography
- Academic language

The Almost Nearly Perfect People: Behind the Myth of the Scandinavian Utopia

- popular
- no citations or references
- Written for the public reader,
- not an academic publisher
- The author is a journalist

BUT the ironic/humorous title does not necessarily mean popular type of book!

How do I know that a source is scientific?

- Based on science
- Published in a scientific journal (or by a scientific publisher)
- Peer-reviewed
- Verifiable: has references
- [IMRaD-structure](#) (can vary according to subject area)

- Based on research
Written by researchers for an academic audience, author properly presented
- Published in a scientific/scholarly journal (or publisher)
- Peer review
Professionals in the field of research has reviewed the article before publication and has ensured the quality
- Verifiable
Refers to sources and has a bibliography
- IMRaD-structure (structure/format of scientific papers)
Mostly in natural sciences and medical/health research
Can be useful for others as well

Introduction – introduction to the field, summary of existing research, research questions, your intention

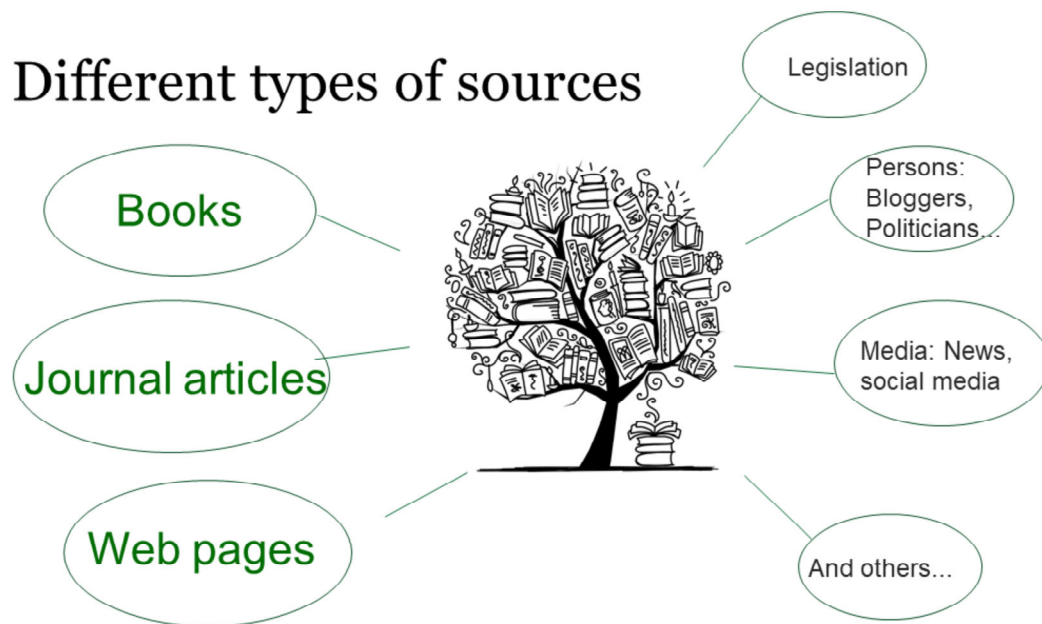
Method – when and where, and how the results have been obtained

Results – present findings, do they answer the research questions

Discussion– implications, explanations, comparisons with other studies, need for further studies

To assess whether or not an article is scientific, check for these elements.

Different types of sources



Sources is the information we use to document claims and underpin your own arguments. A source is the information used to shed light on an issue or a research question. It can answer the research question, og help to see it from different perspectives. It is what you use as a basis of your text. This means that your text will be built on the work of other people, as we mentioned before. This is what makes information sources. All documents, all information is basically potential sources.

There is a multitude of sources. In this class we will focus on the three on the left.

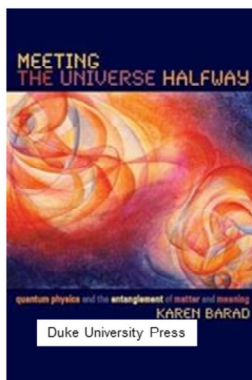
Not all sources are as well suited, neither when writing papers, nor when citing in a more general way. Some sources are more reliable and trustworthy than others, and these are the sources you should use as student, and at most other instances as well. **This is especially important when using Internet sources.** Also remember that the sources you use in written work should be of professional or scientific quality. **You must justify the selection of sources in a paper,** particularly if you use sources that are not academic.

The selection of sources also tells a lot about you as a student. It will show your professor how you have approached the assignment, the citations and discussion can show independence and maturity.

Choose trustworthy sources: the readers can trust what you write

- Choose authoritative sources: central academics gives reliability
- Verifiability: we can check your information
- Updated sources: we know that the sources are relevant
- Terms – using the terminology of your subject of study shows that you have acquired knowledge of it and "made it your own". This makes you a part of the academic community.
- Academic community: you will always find someone who shares your thoughts and ideas. The way you use the sources will show independence. This is academic writing and reading: how theories and research are used in further works.

Evaluating sources: Books



- Academic publisher
- In-text citations and reference list
- Scientific language

SPACETIME RE(CON)FIGURINGS 229

Fernandes describes them, are perhaps more akin to a differential gear assemblage in which the gear operations literally work through one another and yet the uneven distribution of forces results in, and is the enabling condition for, different potentials and performances among the gears.

Fernandes appropriates and extends Foucault's analysis of the important productive effects of disciplinary regimes of power that "partitions as closely as possible time, space, and movement" (Foucault 1977, 137). She argues that "structures" should be understood "as the codification of power through movement, space, and position" (Fernandes 1997, 175), and that "the system of codification that controls time, disciplines movement and partitions space codes workers' bodies through meanings of gender, caste, and ethnicity. If, as Foucault asserts, 'discipline organizes an analytical space' (1979, 143), such techniques of power are in effect employed in the task of producing particular analytical and material borders between class, gender, and community" (Fernandes 1997, 59). I read Fernandes as saying that while disciplinary regimes of power operate through the production of individual subjects, this mode of operation destabilizes, reconfigures, and stabilizes new structural relations of power in reconfiguring the material borders between classes, genders, and communities that mark these very bodies in their materializing subjectivities. In contrast to those who would interpret Foucault's microphysics of power as a refutation of the importance—indeed, the very existence—of structural relations, Fernandes takes Foucault's formulation as an opportunity to rethink the nature and dynamics of structural relations. According to Fernandes, "structure does not represent a set of transcendental, objective determinants but is shaped by modes of representation and meanings that social actors . . . give to their positions and activities" (Fernandes 1997, 137). In other words, structures are not an external set of relations but "force relations immanent in the sphere in which they operate" (Foucault 1978). Furthermore, structures are not only productive; they are themselves produced through the very practices of subject formation that Foucault discusses.

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Books- many kinds: scientific, textbooks, popular science,

This is a scientific book. It has quotations from other authors, with citations that makes it possible for me to look them up in the reference list in the back of the book to locate the sources, in case I would like to read further.

- We can also see that the author has used specific terminology, which tells me that the book is aimed at other academics familiar with these words.
- The book is published by an academic publisher, Duke University Press. I can check the publisher by googling it and see what kind of books it publishes.
- Citations
- Bibliography
- Terminology
- **Til undervisere: Ta med eksempler på bøker her. Ta med fra pensumlista: en lærebok og en vitenskapelig bok**
- As students you will come across many kinds of books. The first year you will usually mostly use the textbooks in your reading lists. In the course of your studies you may have to deepen your knowledge by using scientific books.
- The textbooks present the current theories of a subject. Textbooks contains many theories in limited space, and do not go deeply into the subjects covered. They can,

however, be a starting point for further research by using the reference lists.

- Science is finding new knowledge about the world by asking questions and observing the world in different ways. Research can be made using many different methods, but it has to be done in a way that can be replicated by other researchers. Research can eg question current theories.
- Check the target group for the book. Is it an introductory book for students, or is it primarily aimed at other scientists?
- You will mostly read the textbooks, and use them as sources in your papers, but you can also go further by reading and using scientific books.
- You can not add "research" to your search terms when looking for academic books, neither in the library catalog nor online. This will not limit your search to scientific books.
- There is no "check list". What can you look for ?
- Target group – academic eller basic/introductory?
- Textbooks/introductions are usually not scientific
- How is the book presented – look at the text at its back, read preface/introduction.
- Does the author present his/her own research or does it present existing research? – look up the primary sources!

Evaluating sources: Journals and articles

Scientific journal
Peer reviewed



Magazines
Not peer reviewed
News, debates, etc.



Popular science
Not peer reviewed
Written for the public



Scholarly journals

Peer reviewed, verifiable, answers to the questions in ROAR
Technical terminology

Articles in magazines or trade publications

Published in trade publications or magazines
Aimed at professionals within its topics. Usually not peer review/not academic.
Can have professional standing.
Useful for orientation.

Popular science journals

Always fun to read, but don't use them as sources when writing.
No professional standing.
No research results, no reference list.
Written for everyone to understand. No technical terms, no in depth account of method, no discussion.
Purpose: to entertain, then educate
Use for inspiration!

Articles - characteristics



Article

Practicum in Physical Education Teacher Education: An Educational Partnership?

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Abstract

The national curricula for physical education teacher education (PETE) in Norway require that practicum is carried out in a partnership between student teachers, cooperating teachers, and teacher educators. The aim of this article is to get insights into how cooperating teachers and teacher educators express and understand their educational partnership and mutual contribution to the practicum in PETE. Focus group interviews with cooperating teachers and physical education teacher educators (teacher educators) were analyzed by drawing on sensitizing concepts from figurational sociology. As such, the study has intended to identify networks between the two groups, as well as the interdependent nature, and consequent power relations in the partnership. The research may shed light on understanding why it seems difficult to reach the aim in the national curriculum of a mutual partnership of the two groups in practicum.

Keywords

physical education teacher education, practicum, cooperating, teachers, teacher educators, Norway

Introduction

Method

Results

Discussion

Assess this article using the ROAR model

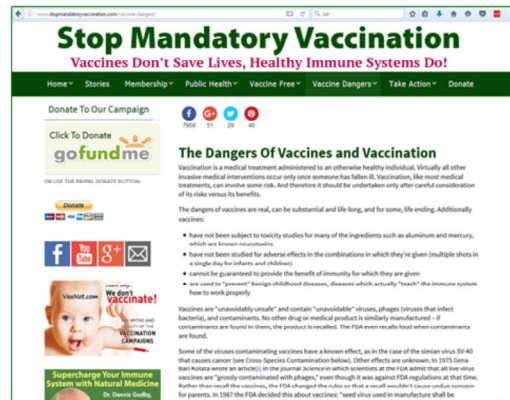
Is the source: Reliable? Objective? Accurate? Relevant?

Evaluating sources: Web pages

- Be careful. If in doubt about the quality, don't use it.
- «Safe» web pages are well known organizations and public agencies, e.g. WHO, OECD, governmental webpages etc.
- Wikipedia should NOT be used as a source. Can be used for inspiration. Replace with more reliable sources.

Short on evaluating web resources

Web pages: Evaluate these articles critically



Evaluating web pages - using the criteria from ROAR

- Reliability
- Objectivity
- Accuracy
- Relevance

We'll now practice evaluating two articles using the criteria from ROAR. Both articles are about vaccination, and both were found on the internet.

Date: not found on «Stop Mandatory Vaccination»

Author: one should have a PhD in order to write about vaccination.

On the bottom of «Stop Mandatory Vaccination» it says «Copyright 2015 **Larry D. Cook**», but it doesn't say that he's the author. We can read about him and the organisation by clicking on Home > About.

On Larry: "I studied video production and photography at Clover Park Vocational-Technical Institute in Tacoma, Washington and I received my bachelor's degree from The Evergreen State College in Olympia, WA."

Both articles have reference lists, but the only peer-reviewed article in the «Stop mandatory vaccination» article is an article from *Science* from 1975 (outdated).

What sources should I avoid in my paper?

- Student papers
- Wikipedia
- Unreliable web pages (e.g. comment fields)
- Popular science sites (e.g. www.sciencedaily.com)
- Commercial sources
- Blogs

Why? ROAR!

- Reliability
- Objectivity
- Accuracy
- Relevance



Use the ROAR model on these types of sources

Is the source : Reliable? Objective? Accurate? Relevant?

Student papers:

Can be used as inspiration! Read the sources found in student papers and cite the primary sources

BUT: masters theses has more credibility than bachelor theses.

Commercial sources

Is this a scholarly source? Yes or no

Elkin, A. (2013). *Stress management for dummies* (2nd ed). Wiley

Levy, Raymond A, Ablon, J. Stuart, & Kächele, Horst.(2011). *Psychodynamic Psychotherapy Research* (Current clinical psychiatry). Humana Press

Odendaal, J.S.J. (2000). Animal-assisted therapy — magic or medicine? *Journal of Psychosomatic Research*, 49(4), 275–280. [https://doi.org/10.1016/S0022-3999\(00\)00183-5](https://doi.org/10.1016/S0022-3999(00)00183-5)

Alliance of Therapy Dogs Blog (2021, february 3rd). *Preparing Your Dog to Resume In-Person Visits*.<https://www.therapydogs.com/preparing-your-dog-to-resume-in-person-visits/>

Pedersen, I.(2011). *Farm animal-assisted interventions in clinical depression* (Master thesis). Norwegian University of Life Sciences.

YES or
NO

NO
Popular
book

YES
book

YES
Scholarly
journal

NO
Blogg

No
Master
thesis

iNN
Högskolan
i Innlandet

Is this a scholarly source? Yes or no

Elkin, A. (2013). *Stress management for dummies* (2nd ed). Wiley. **(The title hints popular book.)**

Levy, Raymond A, Ablon, J. Stuart, & Kächele, Horst.

(2011). *Psychodynamic Psychotherapy Research* (Current clinical psychiatry). Humana Press. **(scholarly book scholarly language/words)**

Odendaal, J.S.J. (2000). Animal-assisted therapy — magic or medicine? *Journal of Psychosomatic Research*, 49(4), 275–280. [https://doi.org/10.1016/S0022-3999\(00\)00183-5](https://doi.org/10.1016/S0022-3999(00)00183-5) **(scholarly journal, peer reviewed)t)**

Alliance of Therapy Dogs Blog (2021, february 3rd). *Preparing Your Dog to Resume In-Person Visits*.<https://www.therapydogs.com/preparing-your-dog-to-resume-in-person-visits/> **(blogg)**

Pedersen, I.(2011). *Farm animal-assisted interventions in clinical depression* (Master thesis). Norwegian University of Life Sciences. **(Master thesis)**

Summary

You have learned:

- How to critically evaluate information sources
- ROAR model
- Recognizing relevant and credible sources
- Who is the author, what is the purpose, who are the readers



In this module the goal was to learn how to evaluate sources before using them. You have seen what types of sources you can use in papers, and what to look for. In the next module we will have a closer look at how and why you have to cite the sources you use.

How to critically evaluate information sources:

- Get to know different types of information sources
- Identify relevant and credible sources
- Use tools to assess information sources