

INLS 200 Retrieving & Analyzing Information

Exam Study Guide Spring 2014

Exam Date: Friday, May 2, 8:00 am in Manning 307

Exam format:

The first part of the exam will be written (no notes), short answer questions based upon the various concepts covered in the class (50% of exam).

The second part will require you to take an information search topic (provided on the exam) and work through the literature search and evaluation process (50%) of exam). This will be similar to the mid-term format – review the *Evaluating Resources* handout and the *APA Citation Format Cheat Sheet* available via our class website:

http://ils.unc.edu/courses/2014_spring/inls200_001/Handouts.html

1. identify an appropriate library database such as Academic Search Complete
2. identify a few appropriate subject heading from the database
3. combine both subject heading and keywords for an effective search string
4. run a few searches in the database
5. identify an appropriate and relevant journal article
6. cite the article in APA format
7. evaluate the article based upon criteria we've discussed in class

| Concepts | Sources from which to draw |
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| <p>Definitions of “information” and information seeking behavior as described by scholars in information science</p> | <p>Case, D.O. (2012). Information behavior: An introduction. In <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> (3rd ed.) (pp. 3-14). London: Emerald Group Publishing Limited.</p> <p>Class slides + notes [Jan 14, 16]</p> |
| <p>Information organization: Categorization</p> <ul style="list-style-type: none"> • Functions • Organization in different environments (libraries, archives, etc.) • Challenges to effective categorization | <p>Glushko, R. J., Maglio, P., Matlock, T., & Barsalou, L. (2008). Categorization in the wild. <i>Trends in Cognitive Sciences</i> 12(4), 129-135.</p> <p>Class slides + notes [Jan 21, 23]</p> |
| <p>Information organization: Classification, controlled vocabularies, metadata and facets</p> <ul style="list-style-type: none"> • Definition • Functions • Examples • Rationale – how does organizing information help us? | <p>National Information Standards Organization. (2004). Understanding metadata. [GLOSSARY at the end provides good definitions]</p> <p>Leise, F., Fast, K. and Steckel, M. (2002). <i>What is a controlled vocabulary?</i> Boxes and Arrows.</p> <p>Branching Out: The MeSH Vocabulary [video - 11 min 14 sec] From the U.S. National Library of Medicine.</p> <p>Handout: Searching Academic Search Complete like a pro http://ils.unc.edu/courses/2014_spring/inls200_001/Handouts.html</p> <p>Class slides + notes [Jan 23, Feb 25]</p> |

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| <p>Research process:</p> <ul style="list-style-type: none"> • Types of research (exploratory, descriptive, explanatory) • Peer review process • Components of a research study • Analyzing a research study article | <p>Neuman, W.L. (2009). <i>Understanding research</i>. Boston, MA: Pearson/Allyn and Bacon. Read part of chapter 1: What is Empirical Social Research, pages 8-22</p> <p>Neuman, W.L. (2009). <i>Understanding research</i>. Boston, MA: Pearson/Allyn and Bacon. Read part of chapter 2: Planning a Study, pages 25-43</p> <p>Handout: Analyzing a Research Article http://ils.unc.edu/courses/2014_spring/inls200_001/Handouts.html</p> <p>Class slides + notes [Jan 28, 30]</p> |
| <p>Citation analysis</p> <ul style="list-style-type: none"> • Definitions • Functions • Web of Science (citation indexes) • Impact | <p>Yale online tutorials [March 25] Class slides + notes [March 25]</p> |
| <p>Primary sources</p> <ul style="list-style-type: none"> • Definitions • Functions • Examples | <p>Class slides [Mar 27]</p> |