

INLS 151 Retrieving & Analyzing Information

Exam Study Guide Spring 2015

Exam Date: Monday, May 4, 4:00 pm in Manning 208

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/2015_spring/inls151_003/Handouts.html

1. identify an appropriate library database such as Academic Search Premier
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
<p>Definitions of “information” and information seeking behavior as described by scholars in information science. Pay particular attention to Dervin’s <i>Dubious Assumptions</i> as described in the Case chapter.</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. 3-42). London: Emerald Group Publishing Limited.</p> <p>Class slides + notes [Jan 12, 14]</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]</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>March 2: Leise, F., Fast, K. and Steckel, M. (2002). <i>What is a controlled vocabulary?</i> Boxes and Arrows.</p> <p>March 2: Branching Out: The MeSH Vocabulary [video - 11 min 14 sec] From the U.S. National Library of Medicine.</p> <p>Handout: Searching Academic Search Premier like a pro http://ils.unc.edu/courses/2015_spring/inls151_003/Handouts.html</p> <p>Class slides + notes [Jan 26, Mar 2]</p>

<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/2015_spring/inls151_003/Handouts.html</p> <p>Class slides + notes [Jan 28, Feb 2]</p>
<p>Citation analysis</p> <ul style="list-style-type: none"> • Definitions • Functions • Web of Science (citation indexes) • Impact 	<p>Yale online tutorials [March 16] Class slides + notes [March 16]</p>
<p>Primary sources</p> <ul style="list-style-type: none"> • Definitions • Functions • Examples 	<p>Class slides [April 8]</p>