



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Terminology for Information Literacy and Research Skills.

**JERALD CAVANAGH BSc Econ, MSc, MA  
INSTITUTE LIBRARIAN,**

**PADRAIG KIRBY BA (Hons) HdipLIS, MSc (LIS)  
RESEARCH DEVELOPMENT AND INNOVATION PROJECT OFFICER,**

08/04/2019

## Areas of Specialisation in EU projects

- Libraries Development and modernisation
- Information Literacy
- Access to Libraries and Education generally for people with Special needs)

## Areas of Specialisation in EU projects

- Services (including Library Services) for Doctoral Students)
- University vocational teaching and training
- E Learning module development
- Academic Writing

# Information Literacy- Pioneers in the Irish and EU project context

- The American Library Association *defines "information literacy"* as a set of abilities requiring individuals to "recognize when *information* is needed and have the ability to locate, evaluate, and use effectively the needed *information* (NFIL 2012).

The phrase *Information Literacy* coined by Paul Zurkowski in 1974.



# Information Literacy



Information Literacy:

A Key Lifelong Learning skill (Lau 2006)

A Key Transferable skill for Lifelong Learning (Lau 2006)

# Information Literacy- Paul Zurkowski



# Information Literacy- Paul Zurkowski





## 1.1 INFORMATION LITERACY CONCEPT

### 1.1.1 Origin of the information literacy concept

Paul G. Zurkowski is credited with coining the term information literacy (IL) while then President of the Information Industry Association in 1974 (NFIL 2015). The American researcher postulates that persons with skills in the information area are people trained in the application of information resources who have learned techniques and skills for utilising the wide range of information tools as well as primary sources in moulding information solutions to their problems. (Zurkowski 1974 cited in Granell 2014).

Information Literacy is a recognised skill for self-empowerment, self-actualisation, self-motivation and self-direction. The benefits of Information Literacy for all learners are best summed up by Lau:

Harnessed together, information literacy and lifelong learning substantially improve the set of personal choices and options opened up for, and offered to, an individual in the context of personal, family and societal matters; quality and utility of education and training in both formal school settings preceding entry into the workforce and later in informal vocational or on-the-job training settings; prospects of finding and keeping a satisfying job and moving up the career ladder rapidly and with appropriate rewards and making cost-effective and wise economic and business decisions (Lau 2006 p.12)



In July 2006, IFLA section – Information Literacy published in the final form the guide called  
**Guidelines for Information Literacy and Long-Life Learning (IFLA 2002)**



**GUIDELINES ON  
INFORMATION LITERACY FOR  
LIFELONG LEARNING\***

*Final draft*

By

Jesús Lau

Chair, Information Literacy Section / IFLA

[jlau@uv.mx](mailto:jlau@uv.mx) / [www.jesuslau.com](http://www.jesuslau.com)

Universidad Veracruzana / DGB / USBI VER

[www.uv.mx/usbi ver](http://www.uv.mx/usbi_ver)

<http://www.ifla.org/files/assets/information-literacy/publications/ifla-guidelines-en.pdf>

No results



Options ▾

## Access for people with disabilities

The World Health Organisation (WHO) states that 15 per cent of world population are with disabilities. However, information and communication technologies (ICT) have the potential for making significant improvements in the lives of these persons, allowing them to enhance their social and economic integration in communities by enlarging the scope of activities available to them.

UNESCO is one of the UN agencies that promotes and supports the Convention on the Rights of Persons with Disabilities adopted in 2006. UNESCO's vision is to create knowledge societies that are inclusive, pluralistic, equitable, open and participatory for all its citizens.

### RELATED LINKS

- [UNESCO/Emir Jaber Al Ahmad Al Jaber Al Sabah Prize for Digital Empowerment of Persons with Disabilities](#)
- [Inclusion in Education](#)
- [RESOURCES](#)
- [Accessible Digital Office Document \(ADOD\) Project](#)
- [UN enable](#)



www.unesco.org/new/en/communication-and-information/access-to-knowledge/information-literacy/

No results



Options ▾

UNESCO » Communication and Information » Themes » Access to knowledge » Information literacy

## Access to knowledge

Access for people with disabilities

Archives

Ethics of Information

Free and Open Source Software (FOSS)

## Information Literacy



**The Alexandria Proclamation of 2005 describes information literacy and lifelong learning as the "beacons of the Information Society, illuminating the courses to development, prosperity and freedom. Information literacy empowers people in all walks of life to seek, evaluate, use and create information effectively to achieve their personal, social, occupational and educational goals. It is a basic human right in a digital world and promotes social inclusion in all nations."**

## Information literacy

Internet Governance

Libraries

Linguistic diversity and  
multilingualism on Internet

Open access to scientific  
information



© Edgar Luy Pérez

Information literacy enables people to interpret and make informed judgments as users of information sources, as well as to become producers of information in their own right. Information literate people are able to access information about their health, their environment, their education and work,

empowering them to make critical decisions about their lives, e.g. in taking more responsibility for their own health and education.

In a digital world, information literacy requires users to have the skills to use information and communication technologies and their applications to access and create information. For example, the ability to navigate in cyberspace and negotiate hypertext multimedia documents requires both the technical skills to use the Internet as well as the literacy skills to interpret the information.

Open educational resources

Preservation of documentary heritage

UNESCO ICT Competency Framework for Teachers

## MEDIA AND INFORMATION LITERACY

Empowerment of people through Media and Information Literacy (MIL) is an important prerequisite for fostering equitable access to information and knowledge and promoting free, independent and pluralistic media and information systems.

Media and Information Literacy recognizes the primary role of information and media in our everyday lives. It lies at the core of freedom of expression and information - since it empowers citizens to understand the functions of media and other information providers, to critically evaluate their content, and to make informed decisions as users and producer of information and media content.

>> [More information](#)

primer

- ▶ [Towards information literacy indicators](#)
- ▶ [Principles of awareness-raising for information literacy: a case study](#)
- ▶ [New technologies for literacy and adult education: a global perspective](#)

## DOCUMENTS

- ▶ [The Prague Declaration - "Towards an Information Literate Society"](#)  
Prague, Czech Republic, 20-23  
September 2003

## WEBSITES

## The Marrakesh Treaty

The WIPO-administered [Marrakesh Treaty](#) makes the production and international transfer of specially-adapted books for people with blindness or visual impairments easier. It does this by establishing a set of limitations and exceptions to traditional [copyright law](#).

The Treaty was signed in Marrakesh on June 27, 2013, and came into force on September 30, 2016.



Contracting parties of the Marrakesh Treaty.

# Information Literacy and Digital Citizenship

American Library Association (2018)...


## **Information Literacy/Digital Citizenship**

The ALA Presidential Committee on Information Literacy: Final Report states: "Information literate people know how to find, evaluate, and use information effectively to solve a particular problem or make a decision. . ." Information literacy skills allow individuals to use the power of the Internet to help answer their informational needs; the lack of such skills leaves library users without the ability to navigate the vast resources of the Internet in efficient and effective ways. Although we live in the "information age" and children seem "connected" from birth, research has shown that people need education in developing skills that will help them use the Internet effectively. Libraries can serve as primary training providers to help meet this need.



The main body of the image is a large, solid white rectangle, which is currently blank.



- 
- **International standards of information literacy**
  - The first standards in information literacy were developed in the United States of America. In 1998, American Association of School Librarians (AASL) and Association of Educational Communications and Technology (AECT) published Standards for Pupils' Information Literacy. (AASL 1998)
  - In 2000, Association of College and Research Libraries (ACRL), which is part of ALA, adopted and published Information Literacy Competency Standards for Higher Education, 2000. This document establishes 5 standards to determine the level of information literacy for students. According to these standards, the student with a certain level of information literacy is able to:
    - Determine the information nature and quantity that he needs;
    - Access the desired information in an effective and efficient way;
    - Assess information and information sources in a critical way and assimilate the selected information in his knowledge and values system;
    - Use the information for accomplishing a specific task, individually or within a group;
    - Understand many of the economic, legal and social problems related to the use of information;
    - the information within the boundaries of ethics and legality.



https://www.ifla.org/publications/50



disability

No results



Options ▾

[Standing Committee](#)

[News](#)

[Events](#)

[\\* Publications](#)

[Conferences](#)

[Meeting Minutes](#)

[Projects](#)

## Action plans

- \* [LSN Action plan 2016-2017](#)

## Annual reports

- \* [LSN annual report 2015-2016](#)

## Guidelines

- \* [IFLA Guidelines for Library Services to People Experiencing Homelessness](#)
- \* [IFLA Guidelines for Library Services to Persons with Dyslexia – Revised and extended](#)
- \* [Guidelines for Library Services to Prisoners](#)
- \* [Guidelines for Library Services to Persons with Dementia](#)
- \* [Guidelines for Easy-to-Read Materials](#)
- \* [Guidelines for Library Services to Deaf People 2nd Edition](#)
- \* [Guidelines for Libraries Serving Hospital Patients and the Elderly and Disabled in Long-Term Care Facilities](#)
- \* [Guidelines for Library Services to Persons with Dyslexia](#)



<https://www.ifla.org/publications/50>



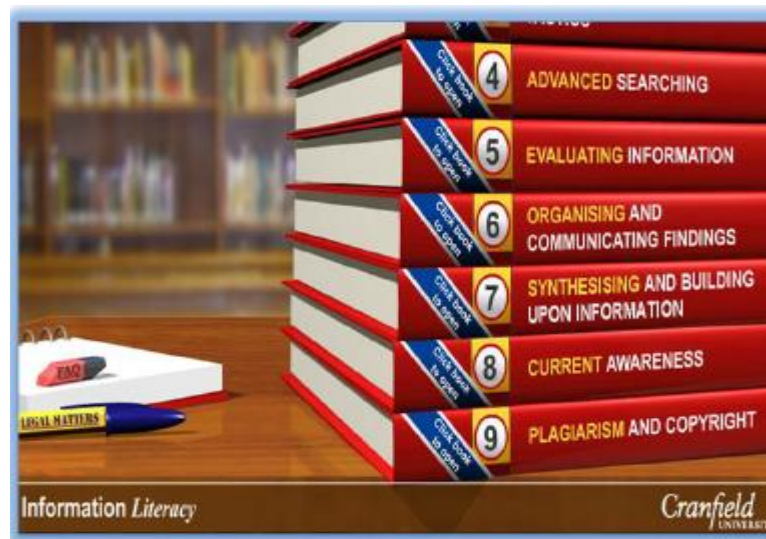
# Using Online Information Literacy Modules for teaching Information Literacy

## 23. TEACHING TECHNOLOGIES

### 23.1 Information literacy modules

**Cranfield Online Information Literacy Modules:** This is a suite of Online Information Literacy Modules created by Cranfield University in the United Kingdom. The suite contains 9 distinct books covering topics such as Focussing your research question, Information sources and resources, Information search strategies and tactics, Advanced searching as well as referencing|citation and avoiding plagiarism. To view go to <http://info-lit.shrivenham.cranfield.ac.uk/index.html>

## Cranfield University Online IL modules





<https://www.cranfield.ac.uk/study/library/online-information-literacy-tutorial>

# Information Literacy and Librarians

*•The idea of information literacy, broadly defined as the ability to recognize information needs and to identify, evaluate and use information effectively, has been of growing concern in the education sectors for a number of years. (Bruce, 1999)*

*•Information literacy has emerged as a central purpose for Librarians over the past decade. Macrum (cited in Clyde 2005)*

*•Recent years have indicated a phenomenal push toward librarians demonstrating their pedagogical skills. (Bloom and Deyrup 2003).*

# Information Literacy

**LNSS- the importance of staff development for information literacy initiatives.**

***Information literacy skills training has, especially over the last decade, become a core function of academic libraries and librarians throughout the world. (Brown 2007)***



# Developing Online Library and Information Literacy Platforms and Modules

## Online Information Literacy Modules




# Developing Online Library and Information Literacy Platforms and Modules

## Research Skills Online Modules

The screenshot shows a web browser window with the URL <https://researchskills.epigeum.com/online-courses>. The page features the EPIGEUM logo and a navigation menu with links for Home, How it Works, Online Courses, About, Register, and Help. Two course modules are highlighted: 'Entrepreneurship in the research context' and 'Research ethics'. The 'Entrepreneurship' module includes a description of the courses and a link to see the course list. The 'Research ethics' module includes a description of the courses. A registration form is also visible, with fields for Username and Password, and a 'Sign me in!' button. A note below the form states: 'Please note the change to use email address in place of username.'

https://researchskills.epigeum.com/online-courses

EPIGEUM

 **Research Skills online**  
Research training courses when and where you need them

[Home](#) | [How it Works](#) | [Online Courses](#) | [About](#) | [Register](#) | [Help](#)

**Entrepreneurship in the research context**

In these courses, students and researchers who are thinking of commercialising their research are challenged to consider their own life goals; decide which entrepreneurial route is best for them; understand timing issues and routes to market; evaluate the commercial viability of their idea; understand how best to mobilise people and finance and learn from others. Three courses with over eight hours of online study and 20 hours of supplementary study.

[Click here to see course list](#)

**Research ethics**

The ethics of research are under increasing scrutiny in higher education. Most researchers are now required to report, or at least consider, the ethics of their research approach. Together, these two courses cover the key considerations, provide students with a clear framework in which to evaluate the ethics of their research and introduce the UK legislation relevant to studies involving human participants, subjects or objects. Two courses with five hours of online study and over 15 hours of supplementary study.

Create an account / Forgot your password?

Username:

Password:

[Sign me in!](#)

Please note the change to use email address in place of username.

# Developing Online Library and Information Literacy Platforms and Modules

## LibGuides



THE PLATFORM ▾

LIBRARY TYPE ▾

WHY SPRINGSHARE

BLOG

ABOUT ▾

SUPPORT ▾

Demo

The Platform Which Helps Libraries Thrive in a Digital-first World and Provide Superb Service to Users. Easy-to-use, Integrated, and Affordable!

- ✓ Help Users Find Resources and Information.
- ✓ Ensure Users' Questions are Answered, 24/7.
- ✓ Maximize the Use of Library Services.
- ✓ Build Strong Relationships with Your Community.
- ✓ Promote Library Services, Events, and Spaces.
- ✓ Create, Curate, and Manage Content and Resources.
- ✓ Efficiently Utilize Staff Time to Better Serve Users.
- ✓ Analyze Library Statistics for Better Decision Making.



a

a

1  
BOOK 1

## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right.  
Some guidance on research questions:

[The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

[Click on each link for more details, then click on the right arrow.](#)

#### Unclear Initial Research Question:

A research question:

[Click on a tab for more details.](#)

- defines the direction of your work
- guides the approaches
- filters out irrelevant information
- should interest your readership.

Initial attempts at the research question are often unclear.

But they generate keywords that break the research into manageable chunks and drive the direction of the research.

[Click on a tab for examples of initial unclear research questions.](#)

Index



Chapter

1

Chapter

2

Chapter

3

Summary



## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right. Some guidance on research questions:

#### [The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

#### The Context

You need to put the research into the context of the situation, whether personal, general or belonging to your faculty or organisation.

What are:

- ✓ the wider objectives?
- ✓ the specific objectives?

The type, content and depth of information to support your argument and answer your question will differ for:

- a presentation - not an in-depth information search but images and statistics
- an essay - in-depth searching
- or a dissertation - a thorough **literature search**.

You should also consider the audience level and their expectations.

Index



Chapter

1

Chapter

2

Chapter

3

Summary



## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right.  
Some guidance on research questions:

#### The Context

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

#### Purpose of a Research Question

What's the purpose? Is your objective:

- ✓ to inform?
- ✓ to persuade to a point of view?
- ✓ to analyse a current or future situation?
- ✓ to cover new ground?



Index



Chapter

1

Chapter

2

Chapter

3

Summary



# 1

BOOK 1

## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right.  
Some guidance on research questions:

[The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

#### Evaluating a Research Question

Is the research question:

- ✓ unambiguous?
- ✓ realistic or too ambitious?
- ✓ interesting?
- ✓ relevant?
- ✓ new or already covered?
- ✓ too general or too specific?
- ✓ quantitative or qualitative?

In particular consider the breadth and depth of the question.  
You may need to narrow down a broad question:  
from

**'The effect of the artistic community on the psyche towards WW1'**

to

**'How did the poets influence UK attitudes towards WW1?'**

Or you may need to broaden out a narrow question:  
from

**'Helicobacter pylori in stomach biopsies'**

to

**'Diseases diagnosed from stomach biopsies'**

Index



Chapter

1

Chapter

2

Chapter

3

Summary



## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right.  
Some guidance on research questions:

[The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

Example1

Example2

Example3

#### Refining and Focussing a Research Question

Click on a tab for more details.

What steps should you take to focus a research question?

- ✓ use reference and secondary materials such as encyclopaedias and textbooks to develop understanding
- ✓ perform a literature search
- ✓ talk to colleagues
- ✓ seek advice from a supervisor
- ✓ perform preliminary searches using scholarly resources
- ✓ brainstorm
- ✓ look into the background and reflect on the information found.

Click on the tabs for examples of refining a research question.

Index



Chapter

1

Chapter

2

Chapter

3

Summary





## Focussing Your Research Question

### Chapter 2

#### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right. Some guidance on research questions:

[The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)


[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

Example1
Example2
Example3

Drag the focus slider to switch between an unclear and focussed research question.

research question



FOCUS

**Measuring service quality**

- too broad - what industry sectors?
- 'service quality'?
- what's the scope?
- appealing subject?
- difficult to narrow and target research

**Keywords:** Service quality, measuring

- Index 
- Chapter 1
- Chapter 2
- Chapter 3
- Summary 

### Where do I start?

Whether assigned by a supervisor or chosen by yourself, the starting point to any voyage of discovery is always a research question. Often expressed as a problem to be answered, it will help give direction to and focus your research.



**Start by defining a general research question.**

It's important to get the research question right. Some guidance on research questions:

[The Context](#)

[Purpose of a Research Question](#)

[Evaluating a Research Question](#)

[Refining and Focussing a Research Question](#)

Click on each link for more details, then click on the right arrow.

Drag the focus slider to switch between an unclear and focussed research question.



**Quality assurance standards and performance evaluation methods in diagnostic radiography services in London hospitals**

- clearer definition on what to research
- defines scope
- defines methodology

**Keywords: Quality assurance standards, performance evaluation, radiography, hospitals**

- Home
- Chapter 1
- Chapter 2
- Chapter 3
- Summary



## Focussing Your Research Question Chapter 2

### Where next?

With a focussed research question where do you go next? Well, because it's so easy to get sidetracked into interesting areas, the first step you must take is to...



Keep your research question in mind at all times.

Next think about:

[Information You Need](#)

[Information You Have](#)

[The Information Gap](#)

Click on each link for more details. When you have finished click on the next chapter tab or on the right arrow to continue.



### Information You Need

To help determine what information you need consider what you are being asked to do:

Are you being asked:

- ✓ to provide evidence? - find lists or data to support a presentation
- ✓ to discuss different views? - find ideas and conclusions and explain them
- ✓ to analyse something yourself? - review ideas yourself, then discard some and explain why.

Will the information you need enable you:

- ✓ to answer the question fully?
- ✓ to reach a conclusion?
- ✓ to support or contradict your arguments?



Index



Chapter

1

Chapter

2

Chapter

3

Summary



1

BOOK 1

## Focussing Your Research Question

### Chapter 2

#### Where next?

With a focussed research question where do you go next? Well, because it's so easy to get sidetracked into interesting areas, the first step you must take is to...



**Write your research question down!**

Keep your research question in mind at all times.

Next think about:

[Information You Need](#)

[Information You Have](#)

[The Information Gap](#)

Click on each link for more details. When you have finished click on the next chapter tab or on the right arrow to continue.

#### Information You Have

Consider what information you already have or can easily get hold of:

- ✓ contact colleagues, tutors, information specialists
- ✓ perform preliminary searches of library catalogues



Index



Chapter

1

Chapter

2

Chapter

3

Summary



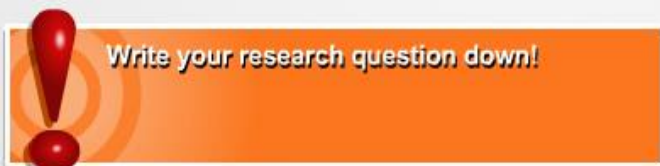
# 1

BOOK 1

## Focussing Your Research Question Chapter 2

### Where next?

With a focussed research question where do you go next? Well, because it's so easy to get sidetracked into interesting areas, the first step you must take is to...



Keep your research question in mind at all times.

Next think about:

[Information You Need](#)

[Information You Have](#)

[The Information Gap](#)

Click on each link for more details. When you have finished click on the next chapter tab or on the right arrow to continue.

### The Information Gap

The information gap is the journey between what you have and what you need.

It can be a long or short journey. You may need to review your research question along the way. In some research the direction and methods will change depending on what is discovered along the way.

Consider whether to bridge the gap you need to consult **primary** or **secondary** information sources.

Generally

- use primary sources for more in-depth research questions when analysing and drawing conclusions yourself
- use secondary sources to develop understanding and support the view you intend to argue.

Consulting primary sources is likely to take much longer.

Index



Chapter

1

Chapter

2

Chapter

3

Summary



### Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.

**Initial evaluation is based on general criteria that should become second nature.**

- [Authority](#)
- [Currency](#)
- [Relevance](#)
- [Completeness](#)
- [Accuracy](#)
- [Bias](#)
- [Language Style / Tone](#)



Click on a general evaluation heading for more details.

An illustration of a notebook with several evidence bags and sticky notes. The bags are labeled 'Evidence' and 'Police Department'. The sticky notes contain evaluation criteria: Authority, Currency, Relevance, Bias, Language style / tone, Completeness, and Accuracy. A green note at the bottom provides instructions on how to use these filters.

**Authority:** how credible is the source?

**Currency:** how up-to-date is the information?

**Relevance:** is it closely connected to your subject? Is it at the right level?

**Bias:** why was it written?

**Language style / tone:** is it informal, reasoned, exaggerated?

**Completeness:** how much of the question has been answered?

**Accuracy:** is it mechanically accurate with correct grammar, spelling and attention to detail? Is it factually accurate?

Using these filters:

- you will reject some findings
- modify other findings
- begin to formulate strategies to search again.

- Index
- Chapter 1
- Chapter 2
- Activity
- Chapter 3
- Chapter 4
- Activity
- Summary

- 
- Literature Reviews



## Literature Review

What is a literature review, what is its purpose, and how to do it.

**What is a literature review?**

[What is its purpose?](#)

[How to do it!](#)

[Tips](#)

[Resources](#)

### Definition

A literature review is a comprehensive summary of previous research on a topic. The literature review surveys scholarly articles, books, and other sources relevant to a particular area of research. The review should enumerate, describe, summarize, objectively evaluate and clarify this previous research. It should give a theoretical base for the research and help you (the author) determine the nature of your research. The literature review acknowledges the work of previous researchers, and in so doing, assures the reader that your work has been well conceived. It is assumed that by mentioning a previous work in the field of study, that the author has read, evaluated, and assimilated that work into the work at hand.

A literature review creates a "landscape" for the reader, giving her or him a full understanding of the

### Recommended Reading



[The Literature Review](#) by Lawrence A. Machi; Brenda T. McEvoy

ISBN: 1412961351

Publication Date: 2008-07-10



[Doing a Literature Review in Health and Social Care](#) by Helen Aveyard

ISBN: 0335238858

Publication Date: 2010-05-04



5

BOOK 5

## Evaluating Information

### Chapter 2

#### Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

[Authority](#)  
[Currency](#)  
[Relevance](#)  
[Completeness](#)  
[Accuracy](#)  
[Bias](#)  
[Language Style / Tone](#)



Click on a general evaluation heading for more details.

Trusting Sources

Read the Citation

Peer Reviewing

#### Authority

Click on a tab for more details.

- ✓ Who is the author? Is he or she credible?
- ✓ Is the text from a respected, trusted source and hence critically evaluated by experts?
- ✓ How expert are the experts?
- ✓ Has it been **peer-reviewed**?
- ✓ Has it been heavily edited due to lack of space?



Index



Chapter

1

Chapter

2

Activity

Chapter

3

Chapter

4

Activity

Summary



Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.

**Initial evaluation is based on general criteria that should become second nature.**

- [Authority](#)
- [Currency](#)
- [Relevance](#)
- [Completeness](#)
- [Accuracy](#)
- [Bias](#)
- [Language Style / Tone](#)



Click on a general evaluation heading for more details.

Date    Version

**Currency**    Click on a tab for more details.

- ✓ When was it written and when published?
- ✓ Has the climate of opinion changed?
- ✓ What's the issue / edition / publication date?
- ✓ What's the software version?
- ✓ When did you visit the web site?

A close-up photograph of a wristwatch with a silver-toned metal case and a brown leather strap. The watch face is white with simple hour markers and hands.

- Index
- Chapter 1
- Chapter 2
- Activity
- Chapter 3
- Chapter 4
- Activity
- Summary

**Evaluation: General Criteria**

After performing a search you should always evaluate the quality of the results.



**Initial evaluation is based on general criteria that should become second nature.**

[Authority](#)  
[Currency](#)  
[Relevance](#)  
[Completeness](#)  
[Accuracy](#)  
[Bias](#)  
[Language Style / Tone](#)



Click on a general evaluation heading for more details.

**Relevance**

- ✓ How closely related is the text to your subject?  
An irrelevant text, no matter how good, will not answer your questions.
- ✓ Have you considered your audience?  
If a skeptical audience responds with "yes but" or "so what?" then you have not fully answered their question.
- ✓ Have you linked your information?  
Keep looking for links which tie your case together in a logical order.

Watch out for unlinked information and illogical links.


[Index](#)[Chapter](#)[1](#)[Chapter](#)[2](#)[Activity](#)[Chapter](#)[3](#)[Chapter](#)[4](#)[Activity](#)[Summary](#)

## Evaluating Information

### Chapter 2

#### Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.



**Initial evaluation is based on general criteria that should become solved.**



- [Authority](#)
- [Currency](#)
- [Relevance](#)
- [Completeness](#)
- [Accuracy](#)
- [Bias](#)
- [Language Style / Tone](#)

Click on a general evaluation heading for more details.

#### Completeness

- ✓ Has the **entire** question been answered?  
A resource may give only a part of the answer.
- ✓ Have you looked for further leads?  
A brief introductory article will give clues lead to further study. Leads can be found in: a **bibliography, references, footnotes** or 'further reading' sections.
- ✓ Is current thinking incomplete?  
Look for phrases which state that current thinking has yet to define a complete answer, such as "Parties are awaiting a ruling in the High Court on ....."
- ✓ Current thinking may change over time and could be controversial. This can give rise to reasoned argument and critical discussion.



## Evaluating Information

### Chapter 2

#### Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

Authority  
Currency  
Relevance  
Completeness  
Accuracy  
Bias  
Language Style / Tone



Phrases to Watch

Factual Accuracy

#### Accuracy

Click on a tab for more details.

**Peer-reviewed** journals will have been closely scrutinised for mechanical accuracy, including spelling and grammar.

#### Mechanical Accuracy

- ✓ What's your general impression of the grammar, punctuation and spelling?
- ✓ Are the sentences complex, too long?

#### Factual Accuracy

- ✓ Factual accuracy can be difficult to assess. Can you check against a second and third source?
- ✓ Have you checked the accuracy of the links and references?

Lack of attention to detail may carry over to the content itself.



Index



Chapter

1

Chapter

2

Activity

Chapter

3

Chapter

4

Activity

Summary



**Evaluation: General Criteria**

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

[Authority](#)  
[Currency](#)  
[Relevance](#)  
[Completeness](#)  
[Accuracy](#)  
[Bias](#)  
[Language Style / Tone](#)



Click on a general evaluation heading for more details.

Phrases to  
Watch

Factual  
Accuracy

Read the text critically for the type of language used and the underlying assumptions. Phrases to beware of and question:

- "Research has shown that"... - What research?
- "It was said that" ... by whom?
- "The project was overspent" – What project? What was the budget? By how much?
- "A methodology that searches for fundamental misconceptions will yield more valuable data." – In the opinion of the writer.

On the other hand if you see the word [sic] – Latin for 'thus', immediately after a quote, it gives the reader the impression that the writer has copied the word or phrase accurately, including any errors. For example, 'The new technology involved wickeys [sic] and blogs.'

Index



Chapter  
1

Chapter  
2

Activity

Chapter  
3

Chapter  
4

Activity

Summary



Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

- [Authority](#)
- [Currency](#)
- [Relevance](#)
- [Completeness](#)
- [Accuracy](#)
- [Bias](#)
- [Language Style / Tone](#)



Click on a general evaluation heading for more details.

More on Bias

Bias

Click on a tab for more details.

- ✓ What is the natural bias of the source?  
Professional bias is inevitable in trade, professional or government publications.
- ✓ Why was the source created?  
Web sites don't just happen. They are created for a reason.
- ✓ Is the source trustworthy?  
Some information may be deliberately manipulated and designed to deceive.

For more information on evaluation in general refer to the links on the Summary page.



Index  
↑

Chapter  
1

Chapter  
2

Activity

Chapter  
3

Chapter  
4

Activity

Summary  
↻

### Evaluation: General Criteria

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

- [Authority](#)
- [Currency](#)
- [Relevance](#)
- [Completeness](#)
- [Accuracy](#)
- [Bias](#)
- [Language Style / Tone](#)



Click on a general evaluation heading for more details.

### Language Style

#### Language Style/ Tone

Click on a tab for more details.

## PHEW! WOT A SCORCHER!

- ✓ Is the writing chatty, informal, reasoned, exaggerated? You can gain considerable insight into quality simply by assessing the style, tone and vocabulary used.
- ✓ What's the target audience? Is the target audience for this publication at a level suitable for your research? If you must use material aimed at a different audience, be critical and treat it carefully.
- ✓ Is the content pitched at the right level?
- ✓ Do you need to paraphrase or rewrite it?
- ✓ Are you mixing styles from different sources? Mixing sources with different readership levels can lead to uneven styles and depth of language.

Index



Chapter  
1

Chapter  
2

Activity

Chapter  
3

Chapter  
4

Activity

Summary





**Evaluation: General Criteria**

After performing a search you should always evaluate the quality of the results.



Initial evaluation is based on general criteria that should become second nature.

[Authority](#)  
[Currency](#)  
[Relevance](#)  
[Completeness](#)  
[Accuracy](#)  
[Bias](#)  
[Language Style / Tone](#)



Click on a general evaluation heading for more details.

## Language Style

- ✓ Is the writing chatty, informal, reasoned, exaggerated?  
A peer-reviewed journal may have a controversial argument to convey, but will use a controlled, analytical and measured style of writing.

What's the target audience?

- ✓ Is the audience's **reading age** lower than that expected at academic level? Some book ordering systems and search engines have a button to narrow the search to 'postgraduate' level only.

Are you mixing styles from different sources?

- ✓ One could have an academic pedigree interspersed with passive enigmatic clauses and qualifying phraseology; the other could be informal and in your face.

Index

Chapter  
1Chapter  
2

Activity

Chapter  
3Chapter  
4

Activity

Summary





# Critically Analyzing Information Sources: Critical Appraisal and Analysis

Search this Guide

Search

Ten things to look for when you evaluate an information source.

Critical Appraisal and Analysis

Tips

## Initial Appraisal

### Reviewing the Source

#### A. Author

1. What are the author's credentials--institutional affiliation (where he or she works), educational background, past writings, or experience? Is the book or article written on a topic in the author's area of expertise? You can use the various *Who's Who* publications for the U.S. and other countries and for specific subjects and the biographical information located in the publication itself to help determine the author's affiliation and credentials.
2. Has your instructor mentioned this author? Have you seen the author's name cited in other sources or bibliographies? Respected authors are cited frequently by other scholars. For this reason, always note those names that appear in many different sources.



<https://guides.library.cornell.edu/criticallyanalyzing>



Winner of the IFLA/Brill  
Open Access award 2015



English ▾

[Search](#) | [Browse](#)

[DOABlog](#) | [FAQ](#) | [Support](#) | [For publishers](#) | [Our sponsors](#) | [About](#) | [Contact](#) | 

Find books in DOAB...

 [Advanced search](#)

**16146** Academic peer-reviewed books and chapters from **308** publishers

**News** [Register for newsletter](#)

- 2017-11-24 DOAB reaches milestone of 10.000 open access books & De Gruyter on its way to 1000 titles on degruyter.com
- 2017-07-06 New Features, New



Home

Search

About

Services

Deposit

Join

Metadata

### Browse the library

All  
Title  
Author

### Top subjects

Society and social sciences  
Humanities  
Economics, finance, business  
and management  
The arts  
Law  
Literature and literary studies  
Language  
Earth sciences, geography,  
environment, planning

## Welcome to OAPEN

### online library and publication platform

The OAPEN Library contains freely accessible academic books, mainly in the area of humanities and social sciences. OAPEN works with publishers to build a quality controlled collection of open access books, and provides services for publishers, libraries and research funders in the areas of deposit, quality assurance, dissemination, and digital preservation.

Search the library

▶ advanced search options

Tweets by @OAPENbooks



### Featured titles



Brexit and Beyond – Rethinking the Futures of Europe  
UCL Press



Islam, Humanity and the Indonesian Identity : Reflections on History  
Leiden University Press

# Open Access Theses and Dissertations



Advanced research and scholarship. Theses and dissertations, free to find, free to use.

[Advanced search options](#)

## Recent Additions

See all of this week's new additions.

*An Adaptive Architecture for Internet of Things Applications.* Ramprasad, Brian Annil. York University.

## About OATD.org

OATD.org aims to be the best possible resource for finding open access graduate theses and dissertations published around the world. Metadata (information about the theses) comes from over 1100 colleges, universities, and research institutions. OATD currently indexes 1 800 836 theses and dissertations



# DART-Europe E-theses Portal

[HOME](#) [ABOUT DART-EUROPE](#) [DOCUMENTS & DOWNLOADS](#) [RELATED ORGANISATIONS](#) [PARTNERS & BOARD](#)

Portal [Search](#) [Browse](#) [Search History](#) [Marked List](#) [Feedback](#) [Help](#)

**Please note:** On account of system maintenance, the DART-Europe E-theses Portal will be **unavailable between 08:00-10:00 GMT on Wednesday 27 March 2019.**

Search the portal

Access to **817,917** open access research theses from **619** Universities in **28** European countries

Enter term(s)

### Latest additions to the Portal

View records for   [Subscribe to latest](#)

["Honorez-moi souvent de vos lettres ; servez-moi de guide dans le chemin de la vertu." : les fictions épistolaires de Marie Leprince de Beaumont, "Honorez-moi souvent de vos lettres ; servez-moi de guide dans le chemin de la vertu." : Marie Leprince de Beaumont's epistolary fictions](#)  
Melcher, Christina, (2018) Added 01 March 2019

[Adaptive solutions for data sharing in vehicular networks. Solutions adaptatives pour le partage de donnees dans les reseaux de vehicules](#)  
Pimenta de Moraes Junior, Hermes, (2018) Added 01 March 2019

[An Integrated Methodology for Chemical Product Design : Application to Cosmetic Emulsions Une methodologie integree de conception de produits](#)

### About DART-Europe

[DART-Europe](#) is a partnership of research libraries and library consortia who are working together to improve global access to European research theses. [More...](#)

### Most downloaded, last 7 days

1. [Children and their carers: making sense of the impact of interpersonal violence](#)



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Terminology for Information Literacy and Research Skills.

**JERALD CAVANAGH BSc Econ, MSc, MA  
INSTITUTE LIBRARIAN,**

**PADRAIG KIRBY BA (Hons) HdipLIS, MSc (LIS)  
RESEARCH DEVELOPMENT AND INNOVATION PROJECT OFFICER,**

08/04/2019





## References

American Library Association (2018) Libraries and the Internet Toolkit, Chicago, ill, available: <http://www.ala.org/aboutala/contactus/>

Lau, J (2006) *Guidelines for Information Literacy and Lifelong Learning*, IFLA: The Hague

Zurkowski, P.G (2016) The new species of man: Networked Information Man, a new horizon for Information Literacy, In *Western Balkan Information Literacy Conference 2016: Information Literacy in the digital world*, Conference Proceedings. Bihać, Bosnia and Herzegovina 8th-11th June 2016.