

Research or Empirical Research Studies

Some professors may want students to use only refereed articles that are "research studies" or "empirical research" (these are examples of primary sources). The author conducts an original study, not just a "review of the literature." Research studies generally include sections such as "methodology," "results," and "discussion." Several of the library's online databases enable search capabilities for research studies. And a careful reading of an article's abstract usually tells you whether it is a research study or not.

Let's look for a research study on Internet usage. We will use EBSCO's Academic Search Complete for this specific example. In the text box (red rectangle) we have typed in this search strategy:

Internet AND (use OR usage) AND research AND findings

This search strategy reads as:

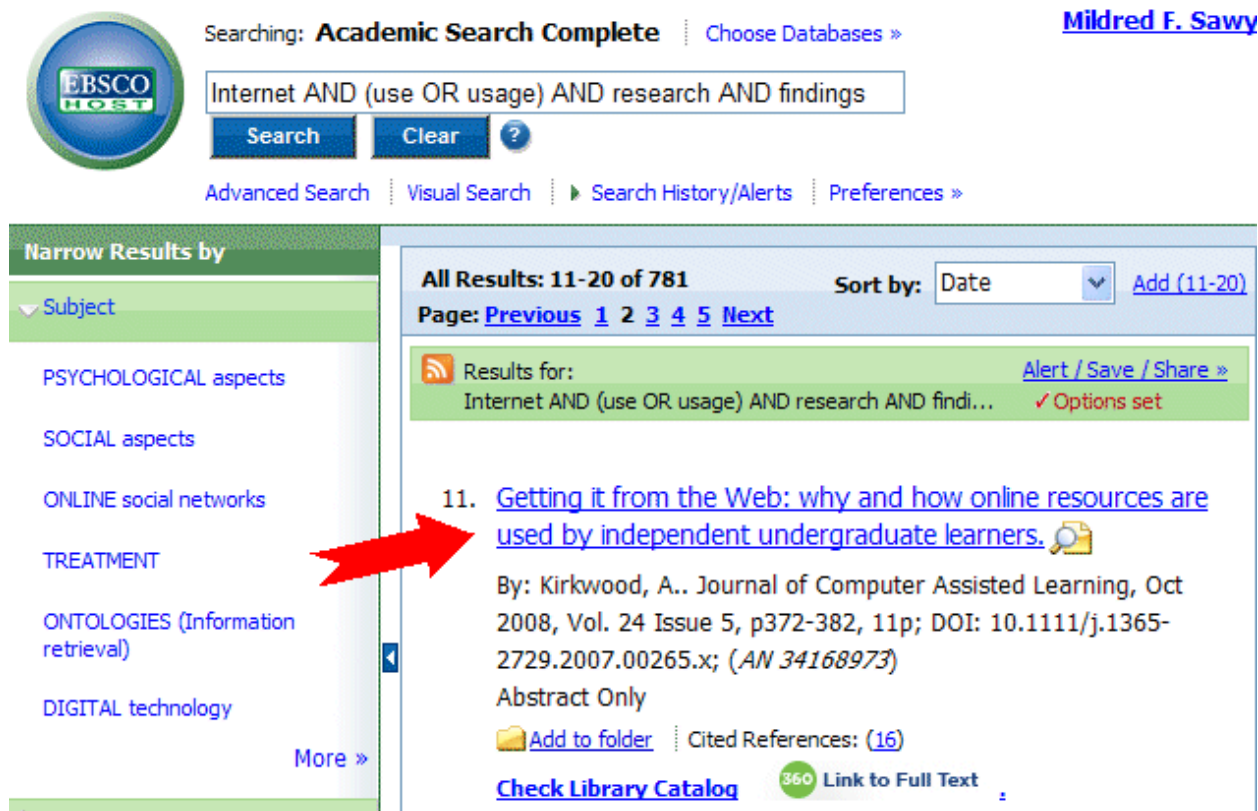
find articles that include the words "Internet", "research" and "findings." We also want articles concerning use and usage, so we have included both with the Boolean search operator "OR."

Also, we have checked the box for "Scholarly (Peer Reviewed) Journals" to limit our search to articles in scholarly journals only (red arrow).

The screenshot shows the EBSCO Academic Search Complete interface. At the top, the search box contains the query "Internet AND (use OR usage) AND research AND findings". Below the search box, the "Search Options" section is visible. Under "Search modes", "Boolean/Phrase" is selected. In the "Limit your results" section, the "Scholarly (Peer Reviewed) Journals" checkbox is checked, and a red arrow points to it. Other options like "Full Text", "References Available", and "Published Date from" are also visible.

Results of Executing the Search

The search has been executed, and this is a portion of the citations retrieved. Citation #11 "Getting it from the Web" looks interesting. To determine if it meets our needs for a research study, let's look at the abstract for this article by clicking on the title of the article (red arrow).



Searching: **Academic Search Complete** | Choose Databases »

EBSCO
HOST

Internet AND (use OR usage) AND research AND findings

Search Clear ?

Advanced Search | Visual Search | Search History/Alerts | Preferences »


Narrow Results by

- Subject
 - PSYCHOLOGICAL aspects
 - SOCIAL aspects
 - ONLINE social networks
 - TREATMENT
 - ONTOLOGIES (Information retrieval)
 - DIGITAL technology
 - More »

All Results: 11-20 of 781 | Sort by: Date | Add (11-20)

Page: Previous 1 2 3 4 5 Next


Results for: Internet AND (use OR usage) AND research AND findi... | Alert / Save / Share » | Options set

11. [Getting it from the Web: why and how online resources are used by independent undergraduate learners.](#) 

By: Kirkwood, A.. Journal of Computer Assisted Learning, Oct 2008, Vol. 24 Issue 5, p372-382, 11p; DOI: 10.1111/j.1365-2729.2007.00265.x; (AN 34168973)

Abstract Only

Add to folder | Cited References: (16)

[Check Library Catalog](#) |  Link to Full Text

Reviewing the Abstract

This is the abstract for the article. The red underlined words in the abstract would lead the reader to conclude that this is, indeed, an original research study.

Abstract:

Undergraduate students access the *Internet* for a range of purposes, many unrelated to their studies. Increasingly, learners are using the *Internet* to find information and resources for coursework, whether or not this is promoted or endorsed by their teachers. This article reports an interview study that investigated why and how independent learners *use* Web-based resources, exploring not only the academic context of the courses studied, but also any relevant personal, domestic and employment-related circumstances. Factors were identified, which enhanced or competed with study activities, acting as incentives or disincentives for learners. The *findings* suggest that it is not technologies per se, but a combination of various contextual factors, that determine students' *use* of Web resources for learning. Of the academic factors that emerged from the interviews, assessment requirements and pedagogic approach were particularly important.