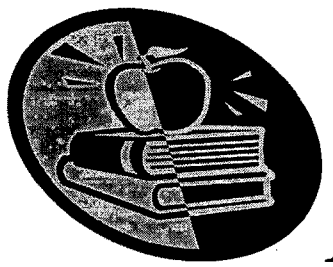
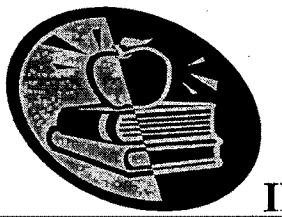


MODULE 2

INFORMATION LOCATION SKILL

Contents



2 INFORMATION LOCATION SKILL

2.1 LEARNING OBJECTIVES

As you learn through this module, you will be able to:

- Take advantage of the different types of tools and resources available for locating information
- Identify the range of institutions and collections open to you for locating information
- Analyse your topic and break it down into searchable keywords.
- Refine those keywords in order to obtain the right results.
- Search for resources using the library catalogue
- Use the various web resources
- Understand copyright laws related to the use of web resources
- Evaluate resources
- Keep appropriate records

2.2 INTRODUCTION

Being able to search for useful information that is relevant to your studies is one of the key skills that will improve your marks, as well as the overall quality of your study experience. In the following section we will try to explore the main types of resources that you might need as a student - books, journals, primary sources, the Internet, databases etc. - and learn how to search for information from these resources. Further, you will also learn to evaluate these resources and learn about copyright laws and how to avoid intellectual dishonesty.

How to locate information?

Information comes in many different forms and it is important that you consider what types of information you need for your assignments, projects, essays or dissertation even before you visit the library or turn on your computer. You should

be clear whether you need a book, a journal, a web page, or a newspaper? Sometimes you may need to go through another academic's dissertation or thesis. Getting to the information you need is another step in your information location which is followed by evaluating the resource and finally acknowledging your sources.

In general, the process of conducting information location can be broken down into the following six activities. These are not necessarily distinct steps which can be undertaken in a set order one after the other, the process of conducting information location will vary according to the topic being studied.

Step 1: Analyze the topic for study

Step 2: Identify search tools and collections to use

Step 3: Locate and obtain resources

Step 4: Exploring copyright Laws related to Computer and software use

Step 5: Read and evaluate

Step 6: Keep records

2.3 STEP 1: ANALYZE THE TOPIC FOR STUDY

At the beginning of the information location process it is necessary to spend some time analyzing your topic. This can involve preliminary reading to develop your ideas and establish the scope of the search. It may be useful to state your topic as a question and then begin to isolate the key concepts and distinct and unique words which can later be used as subject keywords in information searches. As you analyze the subject further and consult more resources the emphasis and focus of your search may change and you may need to broaden or narrow its scope.

Thus step one of information location process involves:

1. Establishing the scope of your search topic and
2. Identifying the subject keywords

Before establishing the scope of your topic it may help to present your topic in question form so that we can isolate the key concepts which can later be used as subject keywords.

Using the example of an assignment topic:

"Evaluate the impact of e-learning on science teaching in the Indian context."

Above topic may be represented in question form as follows:

What is the impact of e-learning on science teaching in India?

Activity

1. Write the topic of your study in the following column.

   .....

   .....

2. Now, state your topic in question form.

   .....

   .....

Establishing the scope of your topic

You may find it helpful to consider the following questions in order to define the scope of the topic under study:

1. Does the topic of study cover a particular time period?

   .....

   .....

2. Does the study cover a specific geographical area? If yes, name the area being covered.

   .....

   .....

3. If the study involves people, what age group, gender and place of origin are to be included?

   .....

   .....

4. Are all dates of publication to be included?

   .....

   .....

5. Is the search going to include publications from other countries?

   .....

   .....

6. Will the search include other languages and scripts?

.....

.....

7. Are all perspectives to be considered? For example, philosophical, political, psychological, etc.

.....

.....

Defining the parameters of your search like this will help you when it comes to doing keyword searches, which is one of the most powerful ways of locating information.

Identifying the subject keywords

It is important to break your topic down into concepts (usually nouns rather than verbs or adjectives).It will facilitate the search process. Do not type in the title of the assignment or use long descriptive phrases when searching as this will only find articles with that exact phrase in the title or abstract.

Using the example of an assignment topic:

"Evaluate the impact of e-learning on science teaching in the Indian context."

Key concepts for this assignment would be:

- E-learning
- Science teaching
- India

After identifying the keywords you need to produce a list of keywords. When doing this you need to consider the following:

- Spelling variants, e.g. behaviour / behavior
- Variations of a root word, e.g. feminism / feminist / feminine
- Single and plural versions of words
- Relevant abbreviations and acronyms, e.g. UN for United Nations
- Technical terms and jargon, e.g. *RAM, bit, byte, CPU,* are jargon terms related to computing

- Alternative usage and vocabulary, e.g. narcotics / drugs, Tories / Conservatives
- Alternative meanings and contexts, e.g. web, mouse
- Changes in terminology, e.g. Native Americans / Red Indians, Chennai/Madras, Vadodara/Baroda, Mumbai/Bombay
- Synonyms

From our example the following list of **keywords** can be identified:

e-learning, *internet, www, world wide web*

science(s), *physical and biological science(s), chemistry, physics, biology*

India, *Bharat*

When conducting searches you may also find it necessary to:

- Include more general terms if you do not obtain enough results, e.g. replace chemistry with science
- Include narrower terms if you obtain too many results, e.g. replace America with United States
- Specifically exclude certain categories, e.g. Impact on teaching, not learning.

Bearing the above points in mind, it's a useful exercise to take apart your topic and make a list of your subject keywords.

ACTIVITY

Make a list of keywords of the topic you mentioned in the previous activity.

.....

.....

(2-3) TEST YOURSELF

Q.1. What are the steps involved in the information location process?

.....

Q.2. Identify the keywords from the following topic by underlining the relevant word/words : "Effect of environmental pollution on the Taj Mahal".

2.4 STEP 2: IDENTIFY SEARCH TOOLS AND COLLECTIONS TO USE

Information comes in many different forms and there are different tools and collections to locate these information. The second step in information location process involves identifying tools and collections that may be used for collecting

information. A range of tools are available to facilitate the information location process. You need to identify which of these are relevant to your subject and when it would be appropriate to use them. You may need to visit a number of different collections located in institutions such as libraries, museums and records offices during your search.

Resources, Tools & collections for Locating Information

A number of resources, tools and collections are available to us to carry out information location. Let us try to understand them one by one.

(a) Resources for Locating Information

The different types of resources that may contain the information you require for your assignments, projects, dissertation, etc. may be listed as follows:

- Books
- Electronic books
- Journals
- Popular magazines/Local and National newspapers
- Theses and dissertations
- Primary sources
- Websites

Books

Books can provide in depth coverage of the subject of study and usually contain bibliographies that are a useful source of further references. They are usually accessible and authoritative, although they may not be as up to date as a journal article.

Electronic books

It is now possible to access the full text of some books electronically. Some of these books are made available on the web and are viewed using a PC and others are accessed using a dedicated hand-held reader. They are all usually known as e-books and are in either html or pdf format.

Journals

Scholarly journals publish research articles written by academics, researchers and professionals which are made available in printed or electronic form. They tend to be more up to date than books and can provide more specialised consideration of a

subject. Usually they are authoritative as they have been refereed before publication by experts who evaluate them.

Popular magazines may sometimes also be of interest because they can provide a popular perspective on certain subjects. **Local and national newspapers** are best resource to find information on an issue or event that had occurred only in the last few days. They also provide a primary source for historical events and they may contain useful photographs. Editorials and articles can be a further source of information but due regard must be given to the possible bias.

Theses and dissertations

Theses and dissertations are a source of original and advanced research on a subject and may contain useful bibliographies. As far as possible, consult theses and dissertations that have been written or are currently being written on your search subject. Usually you will need to consult theses in the library in which they are held.

Primary sources

You will probably use primary sources in your assignments, project or study. These can be more difficult to locate and access than secondary sources. Primary sources might be any of the following types of publications (this list is not exhaustive):

- Official publications, e.g. census, parliamentary debates, public enquiries, royal commissions and statistics.
- Annual reports of any organizations, e.g. companies, friendly societies, charitable foundations, educational establishments.
- Archive materials such as manuscripts, correspondence and diaries.
- Publications of learned societies.
- Grey literature, e.g. publications from pressure groups, research organisations, newsletters, fact sheets, brochures, technical reports, unpublished conference papers, curricula etc.

Websites

Websites can be very useful for information location and can provide easy access to a large amount of current, detailed information. However they must be used with caution, any resources located on the web should be carefully evaluated.

(2-4 (a)) TEST YOURSELF

Q.1. Name at least four resources that may be used in the information location process.

Q.2. Official publications, manuscripts, newsletters, curricula, etc. are examples of _____ resources.

Q.3. The resource that contains more up to date information than books and can provide more specialized consideration of a subject is _____.

(b) Tools for locating information

The following tools may help you identify and locate the resource you may need for your study or assignments:

- Library catalogues
- Bibliographies
- Indexes and abstracts
- Full-text databases
- Academic portals
- Search engines

Library catalogues

Individual libraries have catalogues which enable you to search the library's collection for books and periodicals and often other items such as DVDs or CDs. You can usually search by author, editor, title, subject headings or keywords.

Bibliographies

Bibliographies are compilations of the works by and about an individual author or a particular subject. They may be annotated and can range from short selective works to large comprehensive ones. Printed ones are a good initial tool in the search process but if an online version exists it may contain details of the latest publications.

Indexes and abstracts

Some indexes and abstracts are general, for example Periodicals Content Index (PCI), and others are subject based, for example Historical Abstracts or MLA International Bibliography. They can be used to search journals for

- articles on a particular subject

- articles by a specific author
- articles that cite another article

The electronic versions enable searching through hundreds of journals simultaneously and are very useful, especially at the start of the search process. The coverage varies considerably; some include books, conference papers, technical reports and dissertations, for example PsycInfo.

Full-text databases

Full-text databases are similar to indexes and abstracts but also provide the full text of the article, usually in pdf or html format. JSTOR, Ingenta and Academic Search Premier are all full-text databases.

Search Engines

Search engines are a useful way to obtain a lot of information on a subject quickly. Search engines are used to search the World Wide Web; they operate by using software to automatically collect the words on millions of web pages. Currently Google is one of the most commonly used search engine.

Academic portals

These are portals or gateways to collections of links to authoritative websites which have been selected, evaluated and classified by specialists. Therefore they are an excellent place to start searching a subject on the web. They are usually freely available. There are different types:

- General reference gateways, e.g. Librarian's Index to the Internet
- Subject based gateways, e.g. SOSIG, Humbul
-

(2-4 (b)) TEST YOURSELF

Q.1. Name at least four tools that may be used in the information location process.

Q.2. _____ are used to search the World Wide Web.

Q.3. _____ are compilations of the works by and about an individual author or a particular subject.

(c) Institutions & collections for locating information

It is unlikely that your home library will hold all of the resources relevant to your search topic. You may need to consult a wider range of resources by exploring collections in related disciplines and collections in other libraries and institutions. You should always contact a library before you visit for the first time to check that you are entitled to access.

You may want to visit:

- Academic libraries
- National libraries
- Museums and Art galleries
- Government libraries
- Special libraries
- Archives and Records Offices

The following section provides you with an overview of these different types of collections and institutions.

Academic libraries

Academic libraries will probably hold resources relevant to your search. You may find it a useful starting point to find out which institutions (other than your own) are conducting studies in your subject area.

National libraries

National libraries usually stock a copy of most items published in the country, and their holdings represent a wealth of both printed and non print material.

Museums and art galleries

Many major museums and art galleries have significant libraries that, depending on your subject, may hold relevant resources.

Government libraries

There are numerous government department libraries that may hold relevant resources. Their collections include their own publications and their own unpublished materials which may not be easily available elsewhere. However they are not always open to the public.

Special libraries

There are numerous important libraries which may hold relevant resources and are not part of the academic, public or government sectors. These include the libraries of professional societies, charities and other bodies.

Archives and Records Offices

You may need to visit an archive or records office to consult historical records such as correspondence, minute books, directories, genealogical information, maps and plans. It is often necessary to contact the institution in advance and provide details of the materials you wish to consult.

(2-4 (c)) TEST YOURSELF

Q.1. Name at least four institutions or collections that may be used in the information location process.

Q.2. The libraries of professional societies and charities are known as _____.

Q.3. In order to consult historical records such as correspondence, minute books, directories, genealogical information, maps and plans you may need to visit a _____.

2.5 STEP 3: LOCATE AND OBTAINING RESOURCES

After identifying the different tools and collections that may assist your study the next step is to locate them and obtain the relevant resources such as books, journals or web resources.

In the following sections we shall learn to use two important tools for information location viz. library catalogues and the World Wide Web, particularly freely available websites for locating information.

(a) **Using library catalogues**

A library catalogue tells you what material is held by that library. Most libraries have computerised catalogues which allow you to access the library catalogue via the Internet. This type of computerised catalogue is often referred to as an **OPAC** (Online Public Access Catalogue) or **Web OPAC**. To access a library catalogue via the Internet you will need to know its **URL**, or web address.

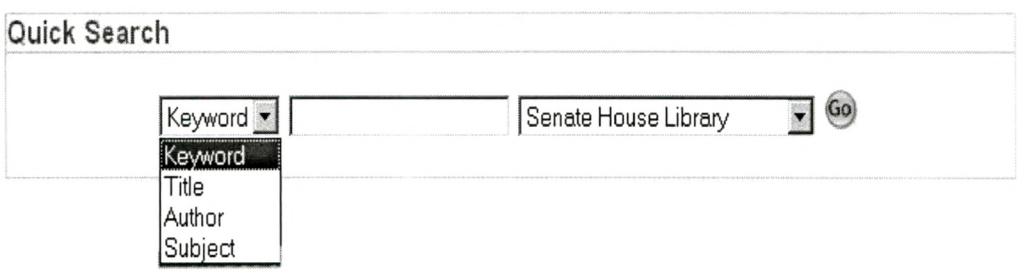
There may be older library material which does not yet have a computer record, find out the coverage of the online catalogue you are using from a member of library staff.

A library catalogue traditionally has covered the print material in one library only. However, there are now catalogues which allow cross-searching of multiple catalogues at once, such as COPAC which enables you to search across the catalogues of many major academic libraries.

To fully exploit the range of services on a modern library catalogue you need to understand what you are searching and how to search effectively.

Searching

When searching a library catalogue you are searching across data in each individual record. This data is normally divided into separate **indexes** according to the data type, e.g. author, title, subject heading. You can search across these indexes individually and also you can usually conduct a **word** or **keyword** search across all of the indexes in the library catalogue, for example:



Which type of search to choose?

- Search a specific index like **Author** or **Title** when you only want to retrieve that type of data.
- Use a **Subject** index search when you want to browse for items in a particular subject area. Remember you will be searching an index of pre-defined subject headings which have been assigned to materials. If you have problems using this type of search, try a keyword search or ask a member of library staff for help.
- Use a **Keyword** search if you are not sure what your search term is, for example if you do not know if your search term is a title or subject heading, or if you want to search across many indexes at once.

When you open a catalogue record of any particular book you are presented with the following information.

1. Bibliographic information about the work:

- the author and title of the work
- the publication date, publisher and other bibliographic information

- the type of material (e.g. book, DVD)

2. Item information about the copies of the book the library has:

- the item's **location** within the library or group of libraries
- the **classmark** of the item (this tells you where the book is on the shelf)
- the **status** of the item (whether it is currently on loan, available in the library or reference use only)

Example : In the example below you can see the item information included in a table between elements of the bibliographic record.

Author	Coppel, Philip.
Title	**Information rights / by Philip Coppel ; contributors, Hodge Malek ... [et al.]**
Imprint	London : Sweet & Maxwell, 2004.

LOCATION	CLASSMARK	STATUS
IALS	GA2.C.5 COP	IN LIBRARY

Descript	cvi, 763, C/450, I/60 p.
Bibliog.	Includes bibliographical references and index.
Subject	Great Britain. Freedom of Information Act 2000. Freedom of information -- Law and legislation -- Great Britain.
Add author	Malek, Hodge M.
ISBN	0421774703

The underlined entries (e.g. Author, Subject) act as links to lists of other records containing those fields.

Activity

Try using your college library catalogue to search for a book such as, Jasim Ahmed (2009). Teaching of Biological Sciences, PHI learning private ltd., New Delhi.

(2-5 (a)) TEST YOURSELF

Q.1. The computerized catalogues which allow you to access the library catalogue via the Internet are known as _____.

Q.2. If you do not know if your search term is a title or subject heading, or if you want to search across many indexes at once you should search using a _____ search.

Q.3. The classmark in a library catalogue tells you about the _____ of the book in the library.

(b) Using web resources

The web is a useful source of vast amounts of current information. If you want information on a search topic and you know the appropriate titles, phrases, or technical languages use a search engine or a meta search engine. Examples of some search engines are as follows:

http://www.google.com, http://www.yahoo.com, http://www.alltheweb.com,

http://www.excite.com, http://www.altavista.com, http://www.go.com

Metasearch Engines

If any one search engine covers only a fraction of the web, how can you perform a comprehensive search? One solution is the metasearch engine. This type of search engine submits your search to several search engines and then compiles the various results sets into one results list. This page introduces you to a couple of the best metasearch engines.

http://www.allonesearch.com, http://www.dogpile.com, http://www.metacrawler.com

http://www.askjeeves.com

The following table lists various web resources for collecting specific type of information.

To			
Browse a broad topic	Yahoo www.Yahoo.com	Google www.google.com	Lycos www.lycos.com
Search a narrow topic	Excite www.excite.com	Alta vista www.altavista.com	Go www.go.com
Search largest amount of internet (meta search engines)	Ask Jeeves www.askjeeves.com	Metacrawler http://www.metacrawler.com/	All the web www.alltheweb.com
Search only reviewed sites	**A Well-Lighted Place for Kids** http://www.computerlearning.org/WellLite.htm	**Argus Clearninghouse** www.clearinghouse.net/	**About.com/Mining Co.** http://www.about.com/
Browse educational topics and resources	**Blue Web'n** http://www.kn.pacbell.com/wired/bluewebn/	**Schrock's Guide** http://school.discovery.com/schrockguide/	**Connections +** http://www.mcrel.org/resources/ links/hotlinks.asp
Search specific types of databases	**Switchboard** www.switchboard.com/	**Gov Spot** http://www.govspot.com/	**Research-It!** www.itools.com/research-it/
Search for educational materials and reviews	**K-12 Weblinks Database** www.itrc.ucf.edu/k12db/	**EvaluTech** www.evalutech.sreb.org/	**FREE** www.ed.gov/free/

Using a search engine

To carry out a simple search using Google, you need to type your subject keywords into the search box provided and press the 'enter' key or click on the 'search' (or 'go') button. In order to obtain relevant results you will normally need to enter more than one keyword.

Refining your search using Boolean Logic

When using a search engine to search the web it will usually return many thousands (or millions) of irrelevant results. The world wide web contains so much information that it can sometimes seem impossible to conduct information location without looking through pages of irrelevant results. In order to find the exact information we need, it is necessary to refine our search using the Boolean Logic.

Computerized search mechanisms are based on Boolean logic, named after George Boole, a nineteenth-century English mathematician who devised a new system for analyzing variables. It is helpful to know Boolean logic when doing Internet search.

Boolean logic consists of three logical operators: **AND, OR,** and **NOT.**

AND requires all terms to appear in a record

OR retrieves records with either term.

NOT excludes terms.

It is important to know how the search engine will combine the keywords that you enter into the search box. Google searches for all the words that you enter in the search box. Note: The operators must always be entered in upper case or they will be ignored altogether in the search

Example

1. If you type **science teaching India** into the search box, Google would search for pages that contain the words **science AND teaching AND India** as if you were using the Boolean AND operator.
2. If you type **teaching NOT learning,** Google would search for pages that contain the words teaching and exclude the pages containing the term learning.
3. If you type **physical science AND biological science NOT social science,** Google would search for pages that contain both physical science and biological science and exclude the pages containing the term social science.

Searching by Phrase

Another way of combining your keywords is a phrase search. To conduct a phrase search type quotation marks around the phrase that you want to search for.

Example

If you type **"e-learning in chemistry"**, this will find web pages that contain this exact phrase. It would not return a web page that contained these words in different parts of the same web page. This is more specific than a search that simply combines all the words.

Using Truncation

If you want to expand your search to include a specified word root with different word endings, enter the first part of a key word (word root), and insert a symbol, usually * (asterisk).

Example

Chem* (retrieves chemistry, chemical, chemtrails, chemotherapy)

For further improving your internet information skills you may use the following online tutorials:

http://www.vts.rdn.ac.uk/

Activity

1. Write down the keywords and phrases of the topic under study, which you had highlighted in the previous activity of this module.

   .....

   .....

   .....

2. Open your web browser.
3. In the address box, type www.google.com or web address of the search engine you want to use.
4. In the search field, type a keyword from step 1 that reflects your search topic. Write the keyword below for future reference.

   .....

5. Press Enter.
6. How many Web pages did your search locate?

   .....

7. Looking at the descriptions of the web sites, in your opinion, was this search successful?

.....

8. Click Back to return to the search engine's home page.

9. In the Search field, along with your key word, add a phrase from step 1 and enclose it in quotation marks. Write the phrase below for future reference.

.....

10. Press Enter.

11. How many Web pages did your search locate?

.....

12. In your opinion, was this search successful?

.....

13. In the address box, type www.askjeeves.com or web address of the meta search engine you want to use.

.....

14. In the search box, enter the same keywords you used in step 4.

15. Press Enter.

16. How many Web pages did your search locate?

.....

17. In your opinion, was this search successful?

.....

18. Click Back to return to the meta search engine's home page.

19. Add the phrase used in step 9 in quotation marks.

20. Press Enter.

21. How many Web pages did your search locate?

.....

22. In your opinion, was this search successful?

.....

23. Thinking of the search results from the two different search sites, which produced the most valuable Web sites on your topic?

NOTE: Each search engine or meta search engine will come up with different results. If you do not find the results you want from one, first try to modify your search terms using the Boolean logic, and then try a different search engine or meta search engine.

(2-5 (b)) TEST YOURSELF

Q.1. List two names each of a search engine and meta search engine.

Q.2. What is a meta search engine?

Q.3. Which Boolean operators would you use in the following cases:

(i) 'with all of the words' is the equivalent of the Boolean operator _____

(ii) 'with the exact phrase' is the same as using _____

(iii) 'with at least one of the words' or while using synonyms is the equivalent of the Boolean operator _____

(iv) 'without the words' is the equivalent of the Boolean operator _____

2.6 STEP 4: EXPLORING COPYRIGHT LAWS RELATED TO COMPUTER AND SOFTWARE USE

With the advent of the Internet and the ability to easily copy anything you see, it is easy to forget that much of the material on the internet is the property of someone else.

Plagiarism, which means taking someone else's ideas or words and using them as if they were your own, is a serious offence.

To avoid plagiarism keep the following things in mind

- keep accurate records of your sources
- identify material that needs referencing
- paraphrase, summarise and quote correctly
- reference correctly, by citing within your text and providing a list of references.

Copyright is, as it sounds, to do with rights and copying. The owner of an "artistic" work has rights set down in the Copyright Designs and Patents Act 1988 on how

their work may be copied. Copyright is used to protect the rights of the creators or legal owners of literature, art, music, sound recordings, performances, photographs, films and broadcasts.

The following section will help you understand copyright laws and its fair use clause, which gives some allowance to use copyrighted elements in certain circumstances.

Activity

We shall try to understand the copyright laws by taking the following Copyright Quiz. Tick the correct answer and verify with the answer key given at the end of the quiz.

1. A student downloads 10 pictures from various Internet sites for his science presentation. On the last slide, he lists the Web addresses where he obtained the information and images.

   (a) Appropriate Use

   (b) Inappropriate Use

2. A teacher copies an article out of a journal, several excerpts out of an anthology, and an entire 30-page short story to create her own booklet of reading materials for her students. She gives a full citation for each resource at the end of the booklet.

   (a) Appropriate Use

   (b) Inappropriate Use

3. A student downloads her favorite song to play as background music for a multimedia project. The presentation will only be shown in the classroom.

   (a) Appropriate Use

   (b) Inappropriate Use

4. A teacher creates an educational Web site including pictures and several pages of text from other Web sites, as well as stories and essays created by his students. No permissions for any of these items were obtained.

   (a) Appropriate Use

   (b) Inappropriate Use

5. A teacher downloads a shareware program from the Internet and installs it on all of the school lab computers for student use for a particular project. He

does not pay the $25 software fee for each installation. Within 30 days, he removes the program.

(a) Appropriate Use

(b) Inappropriate Use

The above quiz has been adapted from Intel teach to the future program.

Answer Key

1. **Appropriate use :** It is within Fair Use for the student to download 10 pictures from various Internet sites for a school project. Copyright laws and the Fair Use provision do not indicate how one would cite one's sources.

   However, the *Fair Use Guidelines for Educational Multimedia* state that the student would need to include complete reference citations, not just the URL source. The *Fair Use Guidelines for Educational Multimedia* is not law, but has been created to help educators and students have clearer guidelines as to what constitutes "fair use." These guidelines also state that one would also need to include basic copyright information below each of the copyrighted images.

2. **Inappropriate use :** Creating a course pack in this manner is overstepping the provisions of Fair Use. One article out of a journal or newspaper is probably acceptable, several excerpts out of an anthology is questionable depending on the amount, but the entire 30-page story would not be considered fair use. She would need to obtain prior authorization to use it.

   Even if all of the elements within this teacher's booklet were considered appropriate under the Fair Use provision, copying these works may not be done to create, replace, or substitute for anthologies, compilations, or collective works that already exist.

3. **Inappropriate use :** First, for Fair Use, the music must be legally obtained. The student downloaded a copy of the song that she did not pay for. In addition, an entire song is beyond the recommendations of the *Fair Use Guidelines for Educational Multimedia*

4. **Inappropriate use :** This teacher would need to check the use restrictions of the sites where he obtained the pictures. If the site is anything other than a "free" image site, he should ask permission to use the images, plus cite his sources. The several Web pages of text would probably be beyond fair use, depending upon the amount used, so the teacher should request permission to use the text, or simply create a link to the original site and not use the text verbatim in his own. Students and their parents would need to sign an authorization form to allow the teacher to post original student work because the students' original work is also protected under copyright law, plus parents have the right to keep their children's work off of the Web.

5. **Appropriate use:** Software does not fall under Fair Use. However, most shareware programs have a 30-day evaluation period in which you may use the software freely. After 30 days, the amount for the shareware software should be paid or the program should be uninstalled. Some shareware programs have built-in limitations on their trial versions. The

teacher should check the use agreements carefully and check his school/district policy about downloading and using shareware software on school computers.

For more information on copyright law and Fair Use, visit:

http://www.educationworld.com/a_currr/curr280.shtml

(2-6) TEST YOURSELF

Q.1. Q.1. What does plagiarism mean?'

Q.2. Which points should you keep in mind to avoid plagiarism?

Q.3. What are copyright laws used for?

(i)

2.7 STEP 5: READING AND EVALUATING

It is important to evaluate each and every material that you may consult during your search. You will need to determine whether the resource has useable, factual, and reliable information.

In order to evaluate any book that you may use during your library search consider the following questions:

1. Is the book relevant to my topic of study? For example, check the content is within the scope of your search.

   .....

2. Is the book from an authoritative source? For example, ensure the author is an expert in the field or the book is produced by a reputable organisation.

   .....

3. Is the book accurate? For example, check that the arguments are supported with independent evidence.

   .....

4. Is the book still current? For example, consider the date of publication, check that it is the latest edition and that it considers any important recent developments.

   .....

To evaluate Internet resources you may use the following performa adapted from Intel Teach to the Future programme.

1. URL of website.

   .....

   .....

2. Name of website.

   .....

3. What is the purpose or goal of this website?

   .....

4. What organization or individual created this site?

   .....

5. Do they have a built in bias toward the information?

   .....

6. What other references are cited for the information presented?

   .....

7. What other type of organizations link to this site? Using Google as your search engine, type **link:** and the Web site address (example: link:www.website.com).

   .....

8. Who is the author of the page and does this person have valid credentials to present this information?

   .....

9. Is there a way to provide feedback on the Web site and create an exchange with the author or Web site manager?

   .....

10. How old is the material on the Web site? Is it current or outdated?

    .....

11. Describe how this Web site might be used in your Unit:

    .....

12. Reviewing your answers above, is this a good site to use for your Unit?

    .....

For additional information on how to evaluate Web sites you may visit the following website:

http://lone-eagles.com/search6.htm

(2-7) TEST YOURSELF

Q.1. Write down at least two points to be kept in mind while evaluating a book from your library search?

.....

.....

Q.2. Write down at least two points to be considered while evaluating an internet resource?

.....

.....

2.8 · STEP 6: KEEPING RECORDS

Keeping records is integral to information location skill and should be undertaken from the outset and throughout the process. At all stages of the information location process it is essential to keep a record of the following, including the dates:

1. Search strategies used, e.g. note the exact search strings used for future reference.

2. Search tools used, e.g. record the different databases/websites searched.

3.Books, journal articles and all other materials retrieved and consulted, it is essential that you record the full bibliographical details, e.g. author or editor's name and initials, title, date of publication, place of publication, publisher.

4. Websites consulted, in addition to any 'bibliographic' details note down the URL and the date that you accessed the website. Remember the website may have changed or been removed next time you look for it.

5. Libraries and other institutions visited

In the course of your studies you will be expected to acknowledge books, journal articles, etc, used in preparation for assignments, projects, essays, and dissertations, by producing a list of references/bibliography with each one so as to ensure that you follow copyright laws. Creating a bibliography/reference list will also help you find resources again when you need additional information for your project.

Following section will help you to understand how to cite the resources that you may have used during information location, using the APA citing format.

The APA (American Psychological Association) citing format, shown below, has been widely adopted by science and mathematics related departments as the preferred method for documenting sources.

General Rules for Citing Sources – APA Style

- Double-space the reference list with a hanging indent.
- APA style recommends the use of italics, rather than underlining, for titles. However, if the instructor requires adherence to older rules, use underlining.
- Invert all authors' names using only the initials of the first and middle names (e.g., Smith, J. J.). Use commas to separate multiple authors.
- An author could be an organization or group. If there is no author, move the title to the author position before the date of publication or posting.
- Alphabetize the list of citations by each entry's first significant word (not *an, the,* etc.). Alphabetize entries with numbers as if the numbers were spelled out.
- The publication or posting date is to be placed within parenthesis. If there is no date, include "n.d." in parenthesis, for example: (n.d.).
- An article, subtitle, or chapter is typed in plain text (no italics or quotation marks). Capitalize only the first word.
- A title of a book, periodical, brochure, report, or Web site is typed in italics.
- For non-Web resources, include the city and the publisher of the work in the following format: City: Publisher. If the city could be confused with another or is not well-known, include the state and/or country.
- For a Web site citation, include the words "Retrieved from" before the Web address (URL). Do not type a period after the URL; however, any other type of source requires a period at the end.

For more information on citing online sources in APA Style you may visit the following website:

http://www.apastyle.org/elecref.html

Following are some examples of citing resources using the APA citing format.

1. ENTIRE BOOK OR CHAPTER IN A BOOK

Basic Form

Author(s). (Year of publication). Chapter Title. *Book Title*, pg. no., Publisher.

Example

Ram,V.P & Srikanth,S.(2003). The Magic of dreams. *Advantage CA Reaching the Top*, pg. 17, Snow white Publications Pvt. Ltd., Bombay.

2. ARTICLE BASED ON A MAGAZINE OR JOURNAL

Basic Form

Author(s). (Year of publication–indicate "n.d." if date is unknown). Title. *Magazine or Journal Title, volume* (issue, if given), paging. [Add the date of retrieval and the URL for online resources only if you believe that the print version differs from the electronic version.]

Example

Butler, D.L. (2002). Individualizing Instruction in Self-Regulated Learning. *Theory into Practice*, Vol. 41(2), 81-92.

Lee,F.L.,& Musumeci, D. (1988).On Hierarchies of Reading Skills and Text Types. (Electronic version). *The Modern Language Journal,* Vol. 72 (2), 173-187. Retrieved August 21, 2010, from http://links.jstor.org

3. BASIC WEB PAGE CITING

Basic Form

Author, A.A. (date of posting). *Title of work.* Retrieved month day, year, from organization name Web site: URL

Example

Fresco, (1997, March). *In Britannica Online.* Retrieved August, 14, 2001, from Encyclopedia Britannica Web site: http://www.eb.com:180

(2-8) TEST YOURSELF

Q.1. Note down the things that you should keep a record of while conducting information location?

.....

Q.2. Why is it important to note down the date that you accessed a website?

.....

Q.3. Following is the reference cited for a ...

Sousa, D.A.(2006). *How the brain learns.* Corwin Press, California.

.....

2.9 SUMMING UP:

The process of conducting information location can be broken down into the following six activities:

Step 1: Analyse the topic for study

Analyzing the topic involves establishing the scope of your research topic and identifying the subject keywords.

Step 2: Identify research tools and collections to use

A range of resources, tools and collections are available to facilitate the information location process. The different types of resources that are available for information location are as follows: books, electronic books, journals, popular magazines, local and national newspapers, thesis and dissertations, primary sources and websites. The various tools available for information location include library catalogues, bibliographies, indexes and abstracts, full text data bases, academic portals and search engines. The various institutions and collections open for information location include Academic libraries , National libraries ,Museums and Art galleries, government libraries, special libraries archives and record offices.

Step 3: Locate and obtain resources

After identifying the different tools and collections that may assist your study the next step is to locate them and obtain the relevant resources using library catalogues or the world wide web.

Step 4: Exploring copyright Laws related to Computer and software use

Much of the property on the internet is the property of someone else. The copyright laws and its fair use clause gives some allowance to use copyrighted elements in certain conditions.

Step 5: Read and evaluate

It is important to evaluate each and every material that you may consult during your search in order to determine whether the resource has useable, factual, and reliable information.

Step 6: Keep records

Keeping records is integral to information location skill and should be undertaken from the outset and throughout the process. It is important to note down (at the time) the full bibliographic details of all the resources you consult, including websites.

REFLECTIONS:

1. Think about what you have learned in this unit. Write about it here.

.....

.....

.....

.....

2. How will this make you a better student?

.....

.....

.....

.....

3. How will this make you a better teacher?

.....

.....

.....

.....

4. How would you use the power of internet to support your role as a teacher and to enhance your student's learning in the future? Write about it here.

.....

.....

.....

.....

5. How serious is the matter of "copyright issue" within and outside your future classrooms?

.....

.....

.....

.....

6. Everything on the Internet is not good. How would you create awareness amongst your future students about this fact?

.....

.....

.....

.....

ANSWER KEY

2-3.

Ans.1. The six steps involved in the information location process are: Analyze the topic for study, Identify search tools and collections to use, Locate and obtain resources, Exploring copyright Laws related to Computer and software use, Read and evaluate and Keep records

Ans.2. Key words for the topic are : environmental pollution and Taj Mahal.

2-4(a).

Ans.1. Books, Journals, Primary sources, magazines, newspapers

Ans.2. Primary resources

Ans.3. Journal

2-4(b).

Ans.1. Library catalogues, Bibliographies, search engines, indexes and abstracts

Ans.2. Search Engines

Ans.3. Bibliographies

2-4(c).

Ans.1. Academic libraries, national libraries, museums and art galleries, government libraries

Ans.2. Special libraries

Ans.3. Archives and record office

2-5(a).

Ans.1. **OPAC** (Online Public Access Catalogue) or **Web OPAC**

Ans.2. Key word search

Ans.3. location

2-5(b).

Ans.1. search engines: www.google.com. www.excite.com ; meta search engines: www.allonesearch.com, www.askjeeves.com

Ans.2. Meta search engine is a search engine which submits your search to several search engines and then compiles the various results sets into one results list.

Ans.3. (i) AND, (ii) quotation marks, (iii) OR, (iv) NOT

2-6.

Ans.1. Plagiarism, means taking someone else's ideas or words and using them as if they were your own.

Ans.2. To avoid plagiarism the following points should be kept in mind: keep accurate records of your sources, identify material that needs referencing, paraphrase, summarise and quote correctly, reference correctly, by citing within your text and providing a list of references.

Ans.3. Copyright is used to protect the rights of the creators or legal owners of literature, art, music, sound recordings, performances, photographs, films and broadcasts.

2-7.

Ans.1. Is the book from an authoritative source?, Is the book still relevant?

Ans.2. What is the name of the website and who is the author of the page.

2-8.

Ans.1. You should keep a record of search strategies, search tools, books, journal articles, websites and libraries and institutions visited.

Ans.2. It is important to note the date of retrieving a website since the website may have changed or been removed the next time it is looked for.

Ans.3. Book

REFERENCES:

Candau, D. et al. (2004). *The Intel Teach to the Future Program*. Intel Corporation.

http://www.ulrls.lon.ac.uk/tutorial/

http://www.leeds.ac.uk/library/training/tutorials.htm

http://www.apastyle.org/elecref.html

.http://www.iupui.edu/~copyinfo/