Conducting Research in Honors

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Conducting Research in Honors

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INTRODUCTION

There’s an old library story about oranges and peaches that goes like this: a guy bellies up to the reference desk looking for the book, *The Oranges and Peaches*. He’s in a hurry. The librarian searches the catalog—fruitlessly—for the title. The man is incredulous. “I have to read it by Monday! It’s a *classic*!” The librarian asks if he knows the author. He’s indignant. “Charles-something-or-other!” With that, she goes to the shelves and plucks off Darwin’s *On the Origins of Species*. “Yep, that’s it,” he says, “now, do you have the movie?”

It is the happy job of the reference librarian to assist researchers in making reference to the whole of recorded knowledge, in the myriad formats by which it is presented. In the library, communication accidents of the oranges and peaches variety happen all the time; but in the digital domain, the human ability to repair such accidents by means of adaptation is supplanted by prescriptive language and pre-programmed approximations.

In innumerable ways, the Internet environment is a major evolutionary development. The World Wide Web, in branching patterns of common descent, has given way to a kind of mechanical consciousness to which researchers—of all ages, abilities, and proclivities—are apt to become either unwittingly submissive or utterly defiant.

This essay will provide a framework for effective research in honors in and out of the library, with tips and tricks along the way. It will introduce the common characteristics of knowledge organization systems; highlight the library resources that feature honors scholarship and open-source repositories that aggregate scholarly material; introduce a toolbox for accessing the NCHC *e*-sources that allow for collaboration and exchange; and briefly discuss changes in the fair use covenant for teaching and scholarship that the millennial age brings.

COMMON CHARACTERISTICS OF KNOWLEDGE ORGANIZATION SYSTEMS

Before stepping foot in the library (or setting mouse upon its homepage), a researcher needs to understand the common characteristics of knowledge organization systems. These systems are mechanisms for organizing information and are at the heart of every library and information portal. Their common characteristics are: *term lists, classification schedules, relationship lists, and abstracts and indexes.*
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TERM LISTS

A term list is a list of headings, words, or phrases (often called keywords or descriptors) used in a classification scheme. Term lists sometimes present themselves in drop-down menu boxes from search-input windows. Examples of term lists include authority files, dictionaries, glossaries, and gazetteers.

CLASSIFICATION SCHEDULES

A classification schedule is the complete plan and content of a library’s catalog system, which organizes knowledge artifacts by a process of division and grouping in similarity. Academic and research institutions use the Library of Congress (LC) classification schedule.

RELATIONSHIP LISTS

A relationship list organizes and presents information so that the user perceives it as a set. A relational index shows the relationship between works by the use of symbols; and a relational database interconnects all items of data, allowing researchers to use one item of data to search in related fields.

Examples of relationship lists for academic research are the Library of Congress subject headings (LCSH) list, which provides sets of controlled terminology; or content-specific thesauri, which show the relationship of terms based on concepts.

ABSTRACTS AND INDEXES

An abstract is a summary of a document’s content, used to assist the researcher in determining a document’s relevance to an inquiry. In bibliographic records for books, the “abstracted” information is commonly listed as Contents notes. An index is a finding aid to information on a specific topic and is often an alphabetical list of items contained in a book, document, or computer file. The practice of abstracting and indexing (A&I) developed as an outgrowth of traditional bibliography and in response to a “born-digital” boom in the production of journal literature.

LIBRARY RESOURCES AND OPEN-SOURCE REPOSITORIES

An academic library is a high-tech gateway to the ever-expansive universe of recorded knowledge. For many, it serves as a one-stop-shop for authoritative, non-biased, scholarly exchange. The density of collections, agility of librarians, and extensiveness of services and global consortia all conspire to make the academic library a potent partner in research.

Access to a library’s vast collections is best achieved by using the online catalog. For most academic libraries, the catalog functions as the centralized finding aid for all collections, regardless of format (print or non-print) or
residency (physical within the library or ephemeral across the Web). Relative to honors education, researchers can use the common characteristics of knowledge organization systems to effectively navigate immense library collections.

**CATALOG SEARCHING**

Catalog platforms vary by institution, but a good rule of thumb is to approach the library catalog using a *general keyword* search, where your natural language query will be mapped to a term list apposite of the discipline in which you are searching. From the full bibliographic record, you can then broaden or narrow the scope of your search by linking to various term or relationship lists (subject headings, series, or added author entries), as shown in Figure 1.1.

Figure 1.1: Full Catalog Record, Bibliographic Description. *Library Catalog*

In the holdings data area, a researcher is directed to the book’s LC (Library of Congress) classification (Figure 1.2); this appears as the *call number*. The call number is an alphanumeric code used to identify and locate a book. Often appended to the spine of the book, it corresponds to the physical residency of the title on the bookshelves.
CITATION SEARCHING AND BROWSING THE BOOK STACKS

A conventional research strategy for locating primary and secondary information is to follow bibliographic citations from a known or relevant source. A similar tactic is browsing the book stacks for groupings of related titles. Here is where a dense classification schema comes into play.

For browsing among the book shelves, you’ll find honors-related discourse in the LB (Library of Congress classification for Theory and Practice of Education) sections ranging from 1025–1050.75 (Teaching, Principles and Practice) to 2300–2430 (Higher Education) to 3602–3640 (School Life, Student Manners and Customs).

Because of its broad, interdisciplinary nature, honors-related research is scattered all across the monographic universe, sometimes residing in areas of other academic or professional rigor. Content-specific research related to honors education will often find its primary classification among like-titles in that discipline (for example, Science—Study and Teaching [Higher] would be classed in Q 181). Best practice involves searching the library catalog first for cross-classifications.

FINDING JOURNAL ARTICLES

Online databases provide subject access to journal literature within a specific discipline. There are two major types of databases: bibliographic and full-text.
A bibliographic database includes citations that describe and identify titles, dates, authors and other elements of a published work. It does not contain the works themselves. Instead, it provides the citation information from which the researcher goes to the appropriate collection to access the text.

A full-text database, on the other hand, provides not only the identifying bibliographic elements of a work but also the full-text of the work itself. The major difference between a bibliographic and a full-text database is that a bibliographic database describes an entity (an article, a book, a work of art, or any other information product) whereas a full-text database includes a description and the entity itself.

Today’s search interfaces and data constructs are developed with increasing prescription and intuition; however, understanding and exploiting database syntactic and semantic structures can save the virtual researcher a load of time and energy.

Specialized databases (or searchable, self-contained indexes limited to a specific topic, such as University of London’s Darwin Database) support different search features; but library databases support many of the same search features, such as Boolean and phrase searching. You can use wildcard characters, logical (Boolean) operators, and term nesting in any type of library search—basic or advanced, book or periodical.

The following Search Tips & Tricks are universal to both bibliographic and full-text databases. In addition, most online databases include detailed instruction pages and user tutorials from which to construct and direct your search queries.

**SEARCH TIPS & TRICKS**

**Wildcards**

Sometimes you might want to include in your search variants of a term within your search criteria. Wildcards let you substitute symbols for one or more letters. With wildcards, you can match both the singular and plural forms of a word; words that begin with the same root; or words that can be spelled in different ways.

There are three wildcard operators:

* An asterisk (*) stands for any number of characters, including none, and is especially useful when you want to find all words that share the same root (for example, evolut* matches the terms evolution, evolutionary, evolute, evolutility, etc.). An asterisk can also be used within a word, but the other wildcards are more precise for this kind of use.

? A question mark (?) stands for exactly one character and is handy when you’re uncertain of a spelling. For example, a search like relev?nce means you can match to the word relevance even if you can’t remember whether it’s ance or ence. A question mark is also useful for finding certain words
with variant spellings. For example, *defen?e* finds both *defense* (American) and *defence* (British). Multiple question marks in succession stand for the equal number of characters. For example, *psych????y* matches either *psychology* or *psychiatry* but not *psychotherapy*.

! An *exclamation point* (!) stands for one or no characters and is used when you want to match the singular and plural of a word, but not other forms. For example, *product!* matches *product* and *products* but not *productive* or *productivity*. The exclamation point can also be used inside a word to gather words with variant spellings. For example, *colo!r* matches both *color* (American) and *colour* (British).

**Logical (or Boolean) Operators**

Named after the nineteenth-century British mathematician George Boole, logical (or Boolean) operators create relationships between search terms; between a term and a result set; and between two result sets. They allow you to find the result of the intersection of two search terms or result sets; the combination of two terms or result sets; or the exclusion of a term or result set from a search. There are three logical operators:

**AND** Specifies that both words on either side of the operator must occur in the part of a record you are searching for that record to match. For example, *species and descent* finds only those records in which both the word *species* and the word *descent* occur.

**OR** Specifies that one or the other or both of the words on either side of the operator must occur in the part of a record you are searching for that record to match. For example, *Darwin or oranges* finds records in which either the word *Darwin* or the word *oranges* or both occur.

**NOT** Specifies that the word before the operator must occur but the word after the operator must not occur for a record to match. For example, *selection not artificial* finds all records in which the word *selection* occurs except the ones in which the word *artificial* also occurs.

**Term Nesting**

When searching a subject comprised of two or more terms, it is useful to nest your terms in “quotation marks.” This tells the computer to treat multiple terms as one term unit. For example, if you are searching for literature on *natural selection*, you would input this search as “natural selection,” thus yielding entries where the terms *natural* and *selection* are in direct (n) proximity rather than retrieving everything where the words *natural* and *selection* appear in distant approximation within a single record (n1–n100+).
Search Order for Operators

Database search systems follow a particular order of evaluation when there are two or more operators in a search expression. First, wildcards are evaluated. Next come proximity operators, which are tightly bound to the words on either side of them. Finally, the logical operators are evaluated: first not and and, followed by or.

You can change the evaluation order of the logical operators by using nesting operators (parentheses). When you nest terms, the search system performs the operation within parentheses first and then merges the result set with the part of the entry outside the parentheses.

For example, the search expression oranges or peaches and Darwin specifies that you want to find records that contain either the word oranges or both the words peaches and Darwin. This expression is equivalent to the expression oranges or (peaches and Darwin). The search expression (oranges or peaches) and Darwin specifies that you want to find records that contain either or both of the words oranges or peaches and that also contain the word Darwin.

Periodical Databases

Currently, NCHC publications are indexed, abstracted, and available full-text in two major academic subscription databases:

1. Journal of the National Collegiate Honors Council (ISSN: 1559-0151) from 09/22/2001 to present in Academic OneFile (Gale Cengage Learning) from 09/01/2008 to present in Education Research Complete (EBSCO).
2. Honors In Practice (ISSN: 1559-0143) from 01/01/2005 to present in Academic OneFile (Gale Cengage Learning) from 06/01/2008 to present in Education Research Complete (EBSCO).

From your university library webpage, you can navigate to these utilities via the online catalog or a directory of online databases.

Academic OneFile

Academic OneFile is Gale Reference’s premier database for peer-reviewed, full-text articles from the world’s leading academic journals and reference sources. It provides an authoritative and comprehensive taxonomy to research in the social sciences, technology, medicine, literature, and the arts. Millions of articles (from 1980 to the present, updated daily) are made available in both PDF and HTML full-text with no restrictions.

1 In late 2009, a licensing agreement was signed with the H.W. Wilson Company for the integration of NCHC publications into the following WilsonWeb databases: Education Full Text; OmniFile Mega Full Text and OmniFile Select. Access to NCHC publications through these databases will be available in spring 2010.
Here, NCHC scholarship shares a home with a vast array of periodicals, including contextually-relevant titles such as the *Chronicle of Higher Education*, *Times Higher Education (UK)*, *Phi Kappa Phi Forum*, *Research in Higher Education*, *Planning for Higher Education*, and *Community College Week*.

**Using Academic OneFile**

1. Go to the home page of your library. If you are searching from an off-campus location, make sure to first consult your library circulation department to ensure that you have remote access privileges to the database.

2. Find the option for Online Databases.

3. Search for *Academic OneFile*. If an alphabetical index of databases is available, search under A.

**Search (Fig. 2.1)**

*Figure 2.1: Basic Search, Academic OneFile*

**Publication Search (Fig. 2.2)**

To limit your search to *JNCHC* or *HIP* publications, go BROWSE PUBLICATIONS from the search type bar and type the title in the search window on the left frame:
Advanced Search (Figs. 2.3–4)

To perform an advanced search, do the following:

1. Click Advanced Search from the search type bar.
2. Enter your search term(s) in the top-most input box.
3. Select an index from the drop-down menu (some indexes may be browsed).
4. Optionally, select a logical operator (AND, OR, NOT), enter additional search term(s), and select an index. To search on multiple indexes, select a logical operator at the far right to connect each index you’re searching. The AND operator is used by default, but you may select OR or NOT. To search more indexes, click the Add a row link.
5. Optionally, enter one or more search limits to narrow your search results using the fields found below the search input boxes.
6. Click the Search button.
7. Click Reset to clear the form or start over.
Browse by Subject Class (Fig. 2.5)

You can execute a search based on a single or multiple subject classification(s). Click on Browse Publication subjects to access the subject master list (* tip: you’ll find Education under the Social Sciences tab).
Select up to ten subject areas for simultaneous searching by checking the box to the left of the entry. The numbers to the right of each subject class correspond to the number of articles indexed with that subject tag.

**Results List (Fig. 2.6)**

**Figure 2.6: Search Results, Academic OneFile**
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Search Output

After you have performed your search and harvested relevant information, you can capture your research (both bibliography and full-text) in a variety of ways.

From a Single Bibliographic Record

Figure 2.7: Search Output, Single Record. Academic OneFile

From a Multiple Record List (creating bibliography)

From the Search Results list, you can mark articles to create bibliographies and export citations and/or full-text (Fig. 2.8). The Search Results, too, will often feature open-source material (such as video and podcasts) to complement traditional bibliography.
Search Alert Service and RSS Feed (Fig. 2.9)

When researching a topic where currency is vital, or while working on an agenda that is longitudinal in nature, it is beneficial to establish a user account with the database to chronicle and save your searches. **Search Alert Services** and **RSS (Really Simple Syndication) feeds** automatically run searches according to your prescribed search criteria and periodically deliver research results directly to your Inbox.

From your **Search Results** list, or from the **Issues** page, you can request notification when new content that matches your search criteria is added to the database. You may choose to have the system check for new content on a daily, weekly or monthly basis and send you an email message in html format when updates are found. Or you may subscribe to an RSS feed through Gale Reference and have content delivered directly to your Inbox.

**How to Set up an Email Search Alert**

1. Perform a search for the information of which you want to receive alerts. You may use any type of search criteria, including search limiters.

2. On the **Results** list, click the **Create a Search Alert** link: 

3. To receive alert emails, enter your email address in the **Mail to** field (only one email address allowed).

4. Use the default **Alert Name** or enter your own text (e.g. Oranges Research).
5. Select the **Frequency** in which you want the system to check for new content based on your search criteria: Daily, Weekly, or Monthly.

6. Click the **Save** button to submit your request.

You will be sent an email message to confirm that your request has been received. Then the system will check for new content based on the frequency you have selected. The alert email will contain individual links up to the first 20 new content items, plus a link to the full **Results** set. All emails will contain a link allowing you to opt out of the alert.

**How to Subscribe to an RSS Search Alert Feed**

To subscribe to the RSS feed (alerting you of new content in the database), do the following:

1. Perform a search for the information for which you want to receive alerts. You may use any type of search criteria, including search limiters.

2. On the **Results** list, click the **Create a Search** Alert link: ![Create a Search Alert](image)

3. To subscribe to the RSS feed, copy the **Feed URL** and paste it into the software you use as your RSS reader or news aggregator (e.g. **Microsoft Outlook**).

4. Click the **Close** when you have finished.
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EDUCATION RESEARCH COMPLETE

Education Research Complete is EBSCO’s (Elton Bryson Stephens Company) definitive resource for education research. International in scope and spanning over 100 years, coverage includes all levels of education, from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. Millions of articles (from 1906 to present, updated daily) are made available in both PDF and HTML full-text with no restrictions.


Using Education Research Complete

1. Go to the home page of your library. If you are searching from an off-campus location, make sure to first consult your library circulation department to ensure that you have remote access privileges to the database.

2. Find the option for Online Databases.

3. Search for Education Research Complete. If an alphabetical index of databases is available, search under E. If a subject list of databases is available, search under Education.

Search

The Basic Search (Fig. 3.1) lets you create a search with limiters, expanders, and Boolean operators. To perform a basic search, do the following:

1. Enter your search terms in the Find field on the Basic Search screen.

2. Click the Search Options link if you would like to use any of the optional limiters or expanders. To close the Search Options, click the link again.

3. Select a specific Search mode, such as Find all of my search terms or SmartText Searching.

4. Apply Limiters such as Full Text or Publication type; or use search options that expand your search, such as Apply related words.

5. Click the Search button. The Results List displays.
Figure 3.1: Basic Search, *Education Research Complete*

![Figure 3.1: Basic Search, Education Research Complete](image)

**SmartText Searching (Fig. 3.2)**

Figure 3.2: SmartText Searching, *Education Research Complete*

![Figure 3.2: SmartText Searching, Education Research Complete](image)
You can copy and paste chunks of text (up to 5000 characters including spaces) into your search window by using the SmartText search option. When you click the SmartText Searching radio button, the Find field grows to allow for an expanded use of search text.

Type your search terms, or copy and paste text from an article (or other source) into the Find field, select any other limiters or expanders, and click Search.

Advanced Search (Figs. 3.3–4)

To perform an advanced search, do the following:

1. Click the Advanced Search link below the Find field.
2. Enter your search terms in the first Find field on the Advanced Search screen.
3. Choose the search field from the optional Select a Field drop-down list (for example, search in only the Subject Terms field of the citation).
4. Repeat steps 1 and 2 for the second set of Find fields.
5. Select a Boolean operator (AND, OR, NOT) to combine the two Find field entries.
6. You can enter another Boolean operator, keyword, and search field in the third set of fields.

Figure 3.3: Advanced Search, Education Research Complete
7. If you need additional rows, click the Add Row link (up to 12 rows can be displayed). To delete a row, click the Remove Row link.

8. Select from the available Search Options:
   - Search modes—Use specific search modes, such as Find all of my search terms, or SmartText Searching, or use search options that expand your search such as Apply related words.
   - Limit your results—such as Full Text or Publication type.
   - Special Limiters—Apply limiters specific to this database.

9. Click the Search button. The Result List displays.

**Publication Search (Figs. 3.5–6)**

The Publications authority file (an example of a term list) lists the titles included in the database by publication name. You can browse the list of publications or perform a search on one or more publications within a specific database. To browse a Publications authority file:

1. Click the Publications link (or hierarchical Journal link) at the top of the screen.

2. The Publications authority file appears, with the beginning of the list (alphabetically) displayed.

3. On the Publications Screen, enter your search terms in the Browse for field.

   To enter search terms, select a search type by clicking the radio button next to:
   - Alphabetical—Find journals beginning with the letters entered. Results are displayed in alphabetical order.
• **By Subject & Description**—Simultaneously search the subject, description, and title fields of a journal.

• **Match Any Words**—Find publications containing one or more of your terms. Results are displayed in an order of relevance.

You can enter all or part of a publication name, for example, *Journal of Collegiate H*. Click **Browse** to view your terms as they appear in the authority file. A **Publication Title List** is displayed.

**Marking Items in a Publications Search**

You can use the **Mark Items for Search** feature to search several publications at the same time or to combine publication names with other search terms. To search for several publications simultaneously, do the following:

1. With the **Publication Result List** displayed, mark the check boxes to the left of the publications you want to search (below **Mark Items for Search**).
2. Click **Add**. The publications you selected are placed in the **Find** field on the search screen (these are combined with *or*).
3. To search within those publications, click **Search**.
4. To revise your search, you can add more terms in the **Find** field and click **Search**.
*Tip: For a description of the journal or publication, click the hyperlinked Publication Name. The information found in the Publication Details may include: the title, ISSN, publisher information (name, address, publisher URL), title history, bibliographic record and full text coverage, publication type, the subject and/or a description of the journal, and whether the journal is peer-reviewed. For NCHC journals, this record contains an active link to the organization’s website.

**Visual Search (Fig. 3.7)**

*Education Research Complete* enables users to save their results in an interactive, visual map. You can change the style of the Result List at any time by selecting either Block style or Column style from the Display Style menu. Your search results are displayed in columns. To follow a path, click on the subject (or publication) name. Your results are then narrowed further.

**Results Sorting Options in Visual Search**

To see different ways to group, sort, or filter your search, click any of the buttons above the Result List at any time in your search. Use the Collect Articles area to “drag-and-drop” articles that you are interested in viewing.

You will need to collect the items that you want to save to your folder. Unless removed, these collected items will remain there for the duration of your search session.
Citation Analysis

This database also provides the ability to browse references. When you run a Basic or Advanced Keyword search, any Cited References (Figs. 3.8–9) or Times Cited links that are available are presented with your search results:

- **Cited References**—If you click the Cited References hyperlink on a Result, the Cited References screen presents a list of records cited in your original article.

- **Related Records**—If you select one or more references and click the Related Records button, the Related Records screen presents a list of records related to your original article. These records are sorted by relevance, based on the greatest number of shared references.

- **Times Cited in this database**—If you click the Times Cited hyperlink on a Result, the Citing Articles screen presents a list of records that cite your original article.

Cited References and Times Cited hyperlinks are also displayed on the article detail page:

Records with Cited References and Times Cited links can be saved to the folder. However, linking to Cited References or Citing Articles lists is not available from the folder.
Figure 3.8: Cited References in Results List, *Education Research Complete*

Figure 3.9: Cited References from Article Link, *Education Research Complete*
**Search Results**

Search results can be citations, full text articles, document summaries, or abstracts and can include links to full text. The Result List screen (Fig. 3.10) has three columns—Narrow your results, All Results, and Limit your results. You can hide or show the different areas by clicking the control arrows near the top of your results. Your library administrator decides whether the subject clusters (Narrow your results area) displays:

**Figure 3.10: Results List, Education Research Complete**

*Narrow Results By*

You can narrow by source type, subject, journal, author, and more. This feature, also known as “clustering,” is helpful if you want to discover the major subject groups for your topic without having to browse multiple pages of results or checking individual articles for relevance. To narrow your results, click a hyperlinked term in the Narrow Results by column. A new Result List, limited to the chosen term, is displayed and a new list of terms appears in the left-hand column.
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All Results

The articles that were found display in the center of the Result List screen.

- The article title link takes you to the citation information and/or the full text. Place your mouse over the Preview icon to view the Abstract.
- The HTML Full Text link takes you directly to the full text of the article.
- The PDF Full Text link takes you to a PDF version of the full text. The PDF will open in the Adobe Reader.
- To save an article to the Folder, click the Add to Folder link to the right of the Relevancy indicator, or inside the Article Preview that you hover over with your mouse.
- The Relevancy indicator tells you how relevant the article is based on your search criteria.

Limit Your Results

You can limit your search results by full-text, references availability, peer-review or date, using a sliding timeline scale.

Create an Account

Creating a personalized My EBSCOhost account allows researchers to save, organize, share, and manipulate data in different ways. An account also enables special features such as Notetaking, which permits users to take notes on articles and save them to their My EBSCOhost folder for later viewing, and Search Alerts, in which researchers save searches as Alerts and have EBSCOhost run them automatically and email new content.

Notetaking (Fig. 3.11)

To use the Notetaking feature, do the following:

1. From the citation or full-text display on which you would like to leave a note, click on the Notes icon in the toolbar:
2. The Create Note window appears. The article citation information will appear in the Context area.
3. Enter a title for your note and your text in the Note field. When finished entering your note, click the Save button.
4. The Note is saved to the folder and is accessible from the Folder Items area in the Related Information column on the right. Click the Folder Notes View link to view your notes in the EBSCOhost folder.
5. From inside the EBSCOhost folder, your note is available by clicking Notes in the menu on the left side. To save your note beyond this session, sign in to your My EBSCOhost folder.

6. From inside the EBSCOhost folder, your note is available by clicking Notes in the menu on the left side. To save your note beyond this session, sign in to your My EBSCOhost folder.

Search Alerts (Figs. 3.12–14)

There are two ways to save your search as an alert. To save your search as an alert from the Alert/Save/Share link:

1. Run a search and view your search results.

2. Click the Alert/Save/Share link and select Create an alert from the resulting pop-up menu. The Create Alert window will appear over the Results list:

3. If you have not done so already, you will be prompted to create an Account. Click the Sign in link in the alert window to first create, and then sign into, your My EBSCOhost folder.

4. Set your Alert parameters and email properties and click Save Alert.
Figure 3.12: Search History/Alerts from Results List, *Education Research Complete*

![Image of search history/alerts from results list]

Figure 3.13: Search Alert, Screen One. *Education Research Complete*

![Image of search alert screen one]
Search Output

Printing (Fig. 3.15)

To print an article, do the following:

1. From the article, click Print.

2. Accept, or change, the defaults and click Print. The article is displayed in your browser window. Click the Print icon on the browser toolbar.

3. To return to the article or citation, click Back.

Figure 3.15: Print Screen, Education Research Complete
**Advanced Printing**

- When you are in a folder, **Remove these items from folder after printing** appears. Indicate here whether you want to empty the folder of all items after printing.

- **Include when printing**—If you do not make any selections in this area, the defaults will apply. The Detailed Citation and Abstract (plus any available HTML Full Text) will be printed.

- **HTML Full Text** (when available)—Indicate whether the HTML Full Text of the article (if available) should be included. Hypertext Markup Language allows for links embedded within a document to remain active.

- **Current Search History** (when available)—Indicate whether the current search history should be printed with your Results.

- **Standard Field Format**—Most users will choose the default, **Detailed Citation and Abstract**, or select from the drop-down list:
  - **Brief Citation**—A brief citation should be printed.
  - **Brief Citation and Abstract**—A brief citation and an abstract should be printed.
  - **Detailed Citation and Abstract**—A detailed citation and an abstract should be printed.

- **Citation Format**—Print your citations in a specific format, select one from the drop-down list:
  - AMA—American Medical Association
  - APA—American Psychological Association
  - Chicago/Turabian Author–Date
  - Chicago/Turabian Humanities
  - MLA—Modern Language Association
  - Vancouver/ICMJE

- **Customized Field Format**—Select which fields are included with your results.

To print an item in **PDF Full Text** format, you must use the Adobe Reader print option. When viewing the PDF document in your browser window, the Adobe Print option (a printer icon) is included on the Adobe Reader toolbar located above the article. If the item includes a citation and/or HTML text, these will print from the browser window.

If you are printing an article that includes **Linked Full Text**, you must follow the links directly to the full text and then print. If the article includes a
citation and/or HTML full text, they will print from the browser window, but you will still need to follow the links directly to the Full Text in order to print.

**Emailing (Fig. 3.16)**

To email an article, do the following:

1. From the article, click **Email**.
2. Enter the **Email Address**. To send to multiple email addresses, use a semicolon between each address (e.g., name1@address.com; name2@address2.com).
3. To send the email, click **Send**. If not, click **Back**. A message appears when your email has been sent.

**Figure 3.16: Email Screen, Education Research Complete**

**Advanced Emailing**

- **Subject**—enter a subject to appear on the email subject line. (For example, *Results of research on topic ABC.*) (40 character maximum.)
- **Comments**—enter any comments you would like to include with your email.
- **Format**—select whether you want to send the email in Rich Text (various text formatting properties encoded) or Plain Text format.
- If you are in the folder, **Remove these items from folder after emailing** appears. Here, indicate whether you want to empty the folder of all items after emailing.
WHAT IF MY LIBRARY DOESN’T HAVE WHAT I’M LOOKING FOR? REMOTE LIBRARY CATALOGS AND INTERLIBRARY LOAN SERVICES

With the rapid evolution of digital scholarly communication and an ensuing proliferation of resource-sharing networks, the modern research experience often directs scholars far beyond the resident holdings and resources of their member libraries.

University libraries belong to regional and global consortia to and from which they are engaged in routine, reciprocal borrowing and lending. Perhaps you want to search a larger library collection than the one you have access to in order to determine what has been published on a particular topic; or you are in need of primary source material held halfway across the globe. For this purpose, cooperative cataloging extensions, such as WorldCat, provide the researcher with a global perspective on published works available for research loan or document delivery.

WorldCat (Fig. 4.1) is the world’s largest network of library content and services. WorldCat libraries, through the service provider OCLC (Online Computer Library Center, Inc.), provide access to their holdings via the web, enabling users to search the collections of libraries in their community and around the world.

Figure 4.1: WorldCat Homepage via FirstSearch
In addition to searching for traditional library materials, this database is an excellent resource for authoritative research materials such as documents and photos of local or historic significance, or digital versions of rare items that aren’t available for loan to the public. Because WorldCat libraries serve diverse communities in dozens of countries, materials are available in many languages.

Your library may let you search WorldCat from the online catalog on its homepage, which will require borrower identification. Or, if you are physically at the library, you can search WorldCat using the FirstSearch reference service. Ask your librarian for more information.

After searching library catalogs (such as WorldCat) remotely, you may then have an idea of what you want to request through interlibrary loan at your affiliate library. Interlibrary loan services work through vast library consortia to provide for the reciprocal sharing of information resources; this involves simply providing the Interlibrary loan office with a bibliographic citation and your contact information. Most likely, the appropriate forms and links to these services will be on your library’s homepage.

**OPEN-SOURCE REPOSITORIES**

The term *open-source* refers to computer software of which the source code is freely available for all to view, modify, and use. For the researcher, *open-source scholarship* has come to mean any knowledge artifact that has been made publicly available through the web.

Content aggregators like Google Scholar provide simple ways to broadly search for scholarly literature. Often, when accessed from a university-networked computer, Google Scholar is a powerful search utility for scholarly literature from both proprietary subscription databases (library databases) and open-source (freely-available via the Internet) repositories.

Google Scholar (Figs. 5.1–2) provides a single interface from which you can search across many disciplines and sources: articles, theses, books, abstracts, and transcripts from academic publishers, professional societies, online repositories, universities, and other web sites.

**Figure 5.1: Accessing Google Scholar from Main Search Interface**
Google Scholar Library Links

Google works with libraries to determine which journals and papers they’ve subscribed to electronically and then links to articles from those sources when they’re available. Once you identify your institutional library, Google Scholar links them in your search results.

Figure 5.2: Google Scholar Results List

Figure 5.3: Google Scholar Library Link
To enable these links, simply access Google Scholar from any on-campus location, or follow these steps:

- Click on Scholar Preferences.
- Type the name of your library in the Library Links section.
- Click Save preferences.
- Start searching with links to your library’s resources (you may need to authenticate yourself with your library borrowing code to access these resources).

If you don’t see these links or you can’t find your campus library in the list, contact your librarian to inquire about Google Scholar’s Library Links program.

At the time of this printing, NCHC is considering posting its publications’ archive electronically via the University of Nebraska-Lincoln’s Open Access/Digital Commons initiative; and providing links to this repository through its Members Only portal. The UNL Digital Commons <http://digital-commons.unl.edu> is an online institutional repository for research, scholarship, and creative activity emanating from the University of Nebraska-Lincoln and its associated organizations. It is currently the second-largest institutional repository in the United States, with over 38,000 documents, providing between 4,000 and 5,000 downloads per day to users worldwide. The UNL Digital Commons is a permanent archive and the UNL Libraries are committed to maintaining its data in usable form in perpetuity. This archive is catalogued at the article level, with each document residing at its own independent URL address. Moreover, the repository is searched and indexed by Google, Google Scholar, and other major search engines; making it a critical resource for scholars who do not have access to the library databases earlier described.

Finally, many academic libraries offer Research Loan programs, which provide for temporary and site-specific usage and restricted-borrowing privileges to other libraries (through Interlibrary Loan departments) as well as real-time chat and instant messaging reference services (through Reference departments) if you get stuck along the way.

NCHC’s E-Resources: NCHCHONORS.ORG AND HERMES

NCHC has, in recent years, appreciably invested in its web-presence and online resources. From the organizational website, members now have access to a valuable storehouse of both published literature and online, collaborative discourse. Non-members, too, are often trafficked to the NCHC site from links within the library databases (Academic OneFile and Education Research Complete) where our scholarship resides.

In contrast to static, producer-driven information delivery mechanisms (such as print), Web 2.0 applications facilitate interactive information sharing,
interoperability, user-driven design, and collaboration. This dynamic platform involves continual updates to its architecture and constant revision of content. Such activity is typically manifest as links to “Coming Soon!” or “Under Construction.” Thus, the Internet-savvy researcher is well-practiced in patience. Below are a few highlights from the NCHC website that are appropriate e-sources for research and collaboration.

Figure 6.1: NCHC website (homepage)

As a benefit of membership, a Members Only portal has been established, designed to link members with exclusive NCHC-specific resources and utilities (see Figure 6.2):

**NCHC DISCUSSION FORUMS (Members Only)**

A discussion forum is an online bulletin board designed to enable and promote intellectual exchange among scholars worldwide. The aim is to create a free and stimulating forum where NCHC members can generate discussion relative to individual interests, institutional programs, and larger intellectual pursuits. The Discussion Forums require registration to post. To do this, simply click on the Discussion Forums link in the Members frame on the right side of the screen. From here, you’ll be prompted for your member username and password.

To post a new topic in a forum, exchange ideas, ask questions, or offer answers and assistance to colleagues, click the appropriate button on either the Forum or Topic screens.
Figure 6.2: Members Only, NCHC website

Figure 6.3: Discussion Forum, Members Only. NCHC website
NCHC Listserv: Hermes (Open Membership)

In addition to NCHC-moderated discussion forums, many NCHC members are actively posting to the NCHC Honors Listserv, Hermes, which resides on a server at George Washington University and has for many years (circa 1992) provided an active venue for collegial support and collaboration.

As distinct from a discussion forum, where posts are made to a website, a listserv is an electronic mailing list software application consisting of a set of email addresses for a group in which the sender can send one email to a list of multiple subscribers. For NCHC members and others, Hermes has helped to solve problems, develop courses, and collaborate on conference presentations and journal articles.

It is important to remember that all communications in listservs are public. In Hermes, contributions sent to the list are automatically archived. Transcripts are indexed and available to be read online, which can be very useful to the honors researcher. Subscribers can access the archive files by simply sending a request to the listerv.

Persons must first join the mailing list—or subscribe to the listserv—before they are able to post emails to the group or access its contents. To join and use Hermes, do the following:

- **To subscribe** to the honors listserv, send an email message to <listserv@hermes.gwu.edu>. The command to subscribe is: **SUB HONORS your name.** Replace *your name* with your actual name (e.g., **SUB HONORS emily walshe**). Email this command to <listserv@hermes.gwu.edu>

- Make the above command the first line of your message and the listserv will automatically add you to the list (you don't need anything in the subject line).

- **To send mail** to the listserv group, address your email to <honors@hermes.gwu.edu> (this is the *list address* and email sent to this address will be distributed to the entire honors list). To send mail to the listserv, you must send from the exact email address in which you subscribed. To **sign off** or **remove** yourself from the list, send the command: **SIGNOFF HONORS** in the first line of the message box and send this to <listserv@hermes.gwu.edu>. This will automatically unsubscribe you from the listserv.

- **If you have trouble**, contact the listserv administrator at <UHPOM@GWU.EDU>

*Tip **REMEMBER**, commands and requests to the listserv go to: <listserv@hermes.gwu.edu> and messages to its subscribers go to: <honors@hermes.gwu.edu>.
Command Confirmation

Shortly after you contact Hermes, you will receive in your email inbox an automated receipt of your subscription request from L-Soft list server at HERMES.GWU.EDU; this is an acknowledgment of your command and a confirmation request that requires response within 48 hours. In this message, you will be prompted to confirm the execution of your command and provided instructions on how to do this.

Subscription Acceptance

Once you have confirmed the execution of your command, you will receive another email message from L-Soft list server at HERMES.GWU.EDU that both confirms your subscription and provides details as to how to post and access the Hermes index and search utilities.

Accessing the Hermes’ Archive

To access contents of the Hermes archive, do the following:

• Send the command INDEX HONORS to <LISTSERV@HERMES.GWU.EDU>.

• Order the files by sending a GET HONORS LOGxxxx command, or use the Hermes database search utilities to send an INFO DATABASE command for more information.

• The Hermes list is also available in digest form. If you wish to receive the digested version of the postings, send the command SET HONORS DIGEST.

More information on Hermes listserv commands can be found in the LISTSERV reference card, which can be retrieved by sending an INFO REFCARD command to <LISTSERV@HERMES.GWU.EDU>.

FAIR USE AND THE MODERN SCHOLAR: WHAT YOU NEED TO KNOW ABOUT COPYRIGHT AND DIGITAL RIGHTS MANAGEMENT (DRM)

When engaging in scholarly discourse, it is important to remember that the rapidly changing modalities for information delivery and exchange have rapidly changing regulations by which they are governed.

In the last decade, libraries and social institutions across the globe have debated the economics of access versus ownership. The widespread commoditization of access to digital texts has benefits, to be sure, but also raises critical questions about the nature of property and pedagogy in contemporary culture.

For universities and libraries to serve their teaching and research missions, academics must be able to use published works in the full range of ways envisioned by the Copyright Act in its limitations and exceptions. If not carefully
balanced, digital rights management (DRM) limits the ability of colleges and libraries to serve the information needs of their communities in several ways.

The purpose of DRM technology is to control access to, track, and limit uses of digital works. These controls are often embedded within a work, accompany it in distribution, and operate even after a researcher has obtained access. In this ulterior control over the use of legitimately acquired works, DRM presents serious issues for scholars.

By limiting the secondary transfer of works to others, DRM undermines the first sale doctrine, which has for centuries been a bedrock principle governing how libraries loan lawfully acquired works to the public and how educators share instructional texts and transfer knowledge. By preventing normal uses of works protected by copyright law (such as printing and excising portions for quotation, attribution, and curricular support), DRM technology poses a threat to the free and balanced flow of information that underpins education and shapes democratic society.

The millennial researcher must be aware of these new content restrictions in both the design of their coursework and the delivery of their scholarship. As the traditional covenant between content-producer and consumer continues to change, scholars must stay abreast of changes in intellectual property laws and fair use licensures for their academic pursuits.

**CONCLUSION**

As the term suggests, research involves the act of searching and re-searching, of searching again and again in an ever-widening circle of inquiry and discovery. For the scholar, this process often begins in conversation, within a published work, or inside the classroom; many times it will end there as well.

Just as the enduring tradition of libraries is to be the golden thread that sews together records of humanity and symbols of learning, so the tradition of honors scholars is to construe meaning among ideas as seemingly incommensurable as apples and oranges (and peaches and finches and fishes . . . ).

The modern research process, in all its challenges and complexities, engenders the fundamental essence of honors education itself: ENRICHMENT. With the requisite time, attention, willingness to adapt, and adventurous spirit, the breadth and depth of information resources available to you through both your university library and your professional association with NCHC will surprise and delight you.

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