COLLECTING INFORMATION:

SUMMARIZE, PARAPHRASE & TAKING NOTES

Sources of Information

At the beginning of the research process it is important that you consider what type of information you need and then where to find it. We speak of sources as *Primary*, created at the time the event occurred, and *Secondary*, created after the event. The following are a selection of "types" of information you may consult.

Library

Please see the ***Building Knowledge*** section of this website for instruction on how to use a Library Catalog.

Online

Internet

When involved in serious research, the reliability of information, available for free, on the internet becomes an issue. There are times, however, when the internet is a very good source of information. Whenever you use the internet you must make an effort to ensure that the information you are getting is

accurate, reliable and up-to-date. Cross-check the information you use with other sources, preferably published. Use the following checklist to determine whether or not the information is of quality.

Accuracy

1. Author indicated?
2. Qualifications indicated?
3. Can you contact him/her?

Authority

1. Is the publishing institution indicated?
2. Purpose of publishing institution indicated?
3. Is this website attached to an "institution"?

Inquiry Portfolio

Inquiry Portfolio Timeline &

  Checklist

Daily Reflection of Learning

Evaluating Internet Resources Resources

Note Taking Sheets

Research and Thinking Guide

Evaluating Webpages Checklist

Summarizing

Paraphrasing

Taking Notes while Viewing or from

a Lecture

Taking Notes from a Reference

Source

Objectivity

1. Are the goals/objectives of the page met?
2. Is the information comprehensive or complete?
3. Are there opinions expressed by the author?

Currency

1. Is the page dated?
2. Has the page been updated?
3. Are the links up-to-date?

Coverage

1. Do the links compliment the page?
2. Is there a balance of text & images?
3. Is the information presented cited correctly?

CRAAP DETECTION

HOW DO I AVOID GETTING SUCKED INTO THE GOOGLE VORTEX?

❖ Too much information?
❖ Inaccurate information?
❖ Dangerous or potentially deadly information?

Learn how to tell the difference between a **CRAAPy** website and a **reliable** website.

HOW?

Do a **CRAAP** Detection Test.

= Be Suspicious!
+
Think critically about any website you read.

Ask yourself: Does the website pass the C.R.A.A.P. test?

C
❖ Is the page or c
✓ Check the c

R
❖ Is the page and
✓ Does it hav
or want?

A
Who is the AUTHOR?
Do they have credential
field, associated with a

A
Is it ACCURATE?
Cross reference your inf
sources, e.g. academic s
other credible sites and
those as references as v

P
What is the PURPOSE?
P.I.E. Persuade? Inform
What is the POINT OF V
Is the message biased? I
from a newspaper.

From: "C.R.A.A.P. Detection." *Killarney Library Learning Commons.* N.p., n.d. Web. 08 Apr. 2016.

Databases

An online database is a comprehensive collection of information in electronic form and organized for quick retrieval. Typically it is comprised of a large collection of encyclopedia, magazine, and/or newspaper articles, and occasionally other media such as transcripts, interviews, maps, historical documents, photos and videos. Databases, like encyclopedias can be general or subject specific.

Importantly, information contained in published articles has gone through some degree of editing. That means knowledgeable people from the field have reviewed and edited the information before it is published. We call this process refereeing.

Go to *library.sd36.bc.ca* and click on your school

From the *Library Catalog Home* , see

Access the Surrey School District's Digital Resources *HERE*

Click on **Secondary**

Click on the icon for *Academic Search Primer*

In the search box type your subject. Make sure the *Full Text* and the *Peer Reviewed* boxes (on the left) are checked. It is important that you **use the right terms**. Sometimes a bit of experimenting is required. You will get literally thousands of articles, from a variety of sources such as magazines and newspapers.

You may search for **articles from a specific journal** by entering the name of the journal in the *Publication* field. (Set the date range on the right to limit the search).

Reference works

A Reference book is "a book designed to be consulted when authoritative information is needed, rather than read cover to cover. Reference books often consist of a series of signed or unsigned "entries" listed alphabetically under headwords or headings, or in some other arrangement (classified, numeric, etc.). The category includes almanacs, atlases, bibliographies, biographical sources, catalogs, concordances, dictionaries, directories, discographies and filmographies, encyclopedias, glossaries, handbooks, indexes, manuals, research guides, union lists, yearbooks, etc., whether published commercially or as government documents. Long reference works may be issued in multivolume sets, with any indexes in the last volume."

"Glossary." University of Newcastle Australia InfoSkills. Online.
http://www.newcastle.edu.au/service/library/tutorials/infoskills/glossary.html#R. 16 September 2010.

Monographs

Monograph is a term referring to a published book. Part of the process of identifying sources on a given subject, is the necessity to identify the major writers in that field. Monographs that have been written by well know scholars in the field, and important titles on your chosen subject, should be consulted and included in your annotated bibliography.

Articles

Articles are typically shorter works of writing, as compared to a book, that are more narrow and specific in focus. They are published usually in encyclopedias, newspapers and serial publications (magazines/journals), and are accessed through an index.

See Databases above for information on accessing the articles available through our online resources.

Statistics

Statistics are very important in the research process. One of the most convincing ways to present an argument is to provide statistical or numeric evidence. Statistics Canada has a wonderful, searchable website. In your work, try to use Canadian data and statistics.

Media

       Film/video, audio

We live in a media age and there is much information to be gained from this source. Like the internet, information from media and social media presents credibility issues. Used carefully however, these can be rich sources of information.

Photographs

Historical Photographs are wonderful sources of information for the historian. As *primary* sources of information, they represent something that is real, something that was created at the time of the event, and something that was created for a reason. They represent values, beliefs and culture, and in turn they can influence values and beliefs. When you are using photographs in your historical research, you must become an active decoder as you interpret its message.

Describe – take note of essential/factual info	Title Photographer When and where was the photo takes Describe subject matter clearly Record as many facts as you can Elements of design – colour, line shape, composition, value, texture – how are these used
Analyze – what decisions were made when this photo was taken	What can you learn from the clues in the photo What draws your eye Look closely at less significant details What are the people wearing How old are they What is their relationship What does their facial expressions and body language suggest What is going on in the background Are there any signs, posters, buildings or landmarks Time of day Overall mood
Interpret – use info from your description and analysis to draw conclusions	What is really happening in this photo What do you think the photographer is trying to say Why was this picture taken and why was it taken in this way What is left out Effect of time period – is the meaning of the photo different now as compared to when it was taken What was going on in the world at that time
Evaluate – what do you think about the work	Make a judgment on the value, significance and importance of the photo Is this photo useful in your research What does it add to your knowledge of the subject

"Decoding Photographs." *ARCHIVED*. N.p., n.d. Web. 29 Nov. 2013.
<http://www.collectionscanada.gc.ca/education/008-3080-e.html>.

Transcripts

Transcripts from media events, conferences, speeches and more are often available through databases and online.

Inquiry Portfolio

Your Inquiry Portfolio is the digital place where you will showcase your *Inquiry Project*, the process and the product. It is a working document showing your progress and learning.

Throughout the project, you will use the Portfolio to:

- Complete mini-assignments and reflections through regular entries
- Record sources
- Store notes and other documents created throughout the project
- Store your completed project regardless of the format you have chosen

Here is a basic framework for your *Inquiry Portfolio*.

1. Reflection: what is my understanding of inquiry.
2. Reflection: my choice for study and why.
3. Timeline and Goals
4. Background knowledge collected
5. Sources: annotated bibliography
6. My Research Question
7. Research notes
8. Reflection: am I ready to proceed? Do I need to do more research?
9. Outline
10. Wow factor – create new meaning, ask new questions.
11. Draft
12. Project
13. Preparations for presentation
14. Reflection: in the end what did I do well, what did I learn, what would I do differently next time?

By way of documenting the process of your Inquiry Project, these Portfolio Entries will be part of the final project assessment. There is much to be learned through the process and progress of a project and the Portfolio will help facilitate this learning. Please click on *Evaluating & Reflecting* for questions to ask yourself at every stage of your project.

	Entry:	Submitted on:
1	Reflection: what is my understanding of inquiry?	
2	Reflection: my choice for study and why.	
3	Timeline and Goals	
4	Background knowledge: what have I learned, how is my new knowledge informing my project decisions?	
5	Sources: Annotated Bibliography (preliminary)	
6	My Research Question	
7	Research notes	
8	Reflection: am I ready to proceed? Do I need to do more research?	
9	Project Outline	
10	Wow factor: have I created new meaning, asked new questions?	
11	Project Draft and Annotated Bibliography	
12	Project	
13	Preparations for presentation	
14	Reflection: in the end what did I do well, what did I learn, what would I do differently next time.	

Inquiry Portfolio Timeline & Checklist

library_supported_inquiry_protfolio_entries_checklist.pdf

Daily Reflection of Learning

reflections_of_learning.docx

Evaluating Internet Resources

craap_detection_test.docx

Note Taking Sheets

notetakingsheets.doc

Research and Thinking Guide

research_and_thinking_guide.doc

Evaluating Webpages Checklist

evaluating_webpages_3.pdf

Summarizing

summarizing.docx

Paraphrasing

paraphrasing.docx

Taking Notes while Viewing or From a Lecture

take_good_notes.docx

[Download File](#)

Taking Notes from a Reference Source

taking_notes_from_a_reference_source.pdf

[Download File](#)