

LIBS677: Knowledge Organization and Access

Instructor: Krystal Lancaster

Assignment: Search Strategies

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40 Points

Using the information from the course module *as well as information that you may need to find on your own*, solve the following problems (each question 1-10 is worth 2 points).

1. When searching in Google, if you only want to see results from government websites, what would you include in your search terms to make this happen? Give an example to support your answer.  
A.) To only see results from government websites in Google, you can include the “site:” operator followed by the domain of government websites, such as “site:.gov” in your search terms. For example, if you want information about vaccinations from government sources, you can search for “vaccinations site:.gov” to retrieve results specifically from government websites.
2. What is the purpose of the inurl search technique in Google? How and why would you use it? Give a specific example to support your answer.  
A.) The purpose of the inurl search technique in Google is to search for specific keywords within the URLs of web pages. It helps narrow down the search results to pages that have the keyword(s) in their web addresses. For example, if you want to find web pages related to sustainable farming practices, you can use the search query “inurl:sustainable farming” to specifically target pages with “sustainable farming” in their URLs.
3. What is a filter bubble? How could a person’s Google search results vary from a library or information center computer to a home computer? How could this impact their searches for information? What can you, as an information professional, do to help?  
A.) A filter bubble refers to the personalized search results and content that people encounter based on their browsing history, preferences, and algorithms used by search engines and social media platforms. A person’s Google search results can vary between a library or information center computer and a home computer due to different IP addresses and browsing histories, potentially impacting the diversity of the information they receive. As an information professional, I would focus on promoting digital literacy and teaching individuals how to use alternative search engines. Encouraging people to clear browsing data can help mitigate the impact of filter bubbles and provide a more balanced view of information.
4. You need to find free online reference resources about ancient Greece appropriate for third graders. Write out three search strategies, try them, and share what you find.  
A.) Search strategies for free online reference resources about ancient Greece appropriate for third graders:

- a. “Ancient Greece” + “reference resources” + “free online”

Search Results:

[Ancient Greece National Geographic Society](#)

Analysis: This result suggests that the National Geographic Society has resources related to ancient Greece. It is a reputable organization known for its educational content.

[World History – Ancient Greece Teaching Resource Bundle](#)

Analysis: This result indicates the existence of a teaching resource bundle specifically focused on ancient Greece. It suggests that the bundle might contain various materials suitable for third-grade students studying ancient Greece.

[History Skills – Where to find sources for Ancient Greece](#)

Analysis: This result seems to point to a source that provides guidance on where to find resources about ancient Greece. It may not directly offer resources for third graders, but it could lead to valuable platforms or websites that do. This result can serve as a starting point to discover additional free online reference resources about ancient Greece.

- b. “Ancient Greece” + “educational websites” + “third grade” + “free”

Search Results:

[Third Grade Online Learning | Loved by Over 40 Million Kids](#)

Analysis: This result seems to be an online learning platform specifically designed for third-grade students. While it may not be directly focused on ancient Greece, it does seem to offer educational resources covering various subjects, including the history of ancient Greece.

[Free 3rd Grade Resources | Fun Online Activities for Kids](#)

Analysis: This result suggests that there are free online resources available for third-grade students. Although it does not mention ancient Greece specifically, it may contain resources that cover a wide range of subjects, including history. I would visit the website to see if there are any resources related to ancient Greece, such as printable worksheets, interactive quizzes, or educational videos.

[Worksheet for Kids | Learning Academy for Kids 8-13](#)

Analysis: This result appears to be a learning platform that offers educational resources for kids between the ages of 8 and 13. While it targets a slightly older age group, it might still contain resources that are suitable for third-grade students. I would explore the website to see if there are any resources related to ancient Greece, such as worksheets, activities, or lesson plans.

- c. “Ancient Greece” + “online encyclopedias” + “children” + “free”

Search Results:

[ancient Greece - Students | Britannica Kids | Homework Help](#)

Analysis: Britannica Kids is a well-known and reputable online encyclopedia. This specific page seems to be dedicated to providing information about ancient

Greece for students. It offers age-appropriate content and can serve as a valuable resource for children and educators.

**[Ancient Greece - Vikidia, the encyclopedia for children, teenagers](#)**

Analysis: Vikidia is an online encyclopedia specifically designed for children and teenagers. This result suggests that it contains information about ancient Greece that is suitable for children. I would visit the website and explore the specific page or section related to ancient Greece.

**[World History Encyclopedia](#)**

Analysis: The World History Encyclopedia is a comprehensive resource that covers various historical topics, including ancient Greece. While it may not be specifically targeted toward children, it can still provide valuable information that can be adapted or presented in an age-appropriate manner.

Search Results Analysis: These search queries are pretty broad, and the results include various types of resources. On performing the searches, I came across websites that offer free online reference resources, such as educational websites, museums, and online libraries. It is important to evaluate the sources we find to ensure they are appropriate and reliable.

5. You need to find free online lesson plan ideas for how to teach young adults how to determine the credibility of online news sources. Write out three search strategies, try them, and share what you find.

- a. "Lesson plans" + "online news credibility" + "young adults" + "free"

Search Result: The search results include websites that offer lesson plans specifically designed for teaching young adults about online news credibility. Some of the sites offer downloadable or accessible lesson plans that cover the topic such as:

<https://www.pbslearningmedia.org>

- b. "Media literacy" + "lesson plans" + "evaluating online news" + "free"

Search Result: This search strategy focuses on media literacy and includes evaluating online news sources. The search results include websites, educational organizations, and resources that provide lesson plans on media literacy and evaluating the credibility of online news i.e <https://www.commonsense.org/education/news-media-literacy-resource-center>.

- c. "Critical thinking" + "lesson plans" + "news source evaluation" + "free"

Search Result: This search strategy emphasizes critical thinking and news source evaluation. The search results include lesson plans and resources that aim to develop critical thinking skills specifically related to evaluating the credibility of news sources such as: <https://www.teachercreated.com/lessons>. I would explore the results to find lesson plans that include activities, case studies, discussions, or exercises that help young adults analyze news.

6. Brainstorm 5-10 keywords related to the following topic in the space below. Decide if you want to search for school, public, or academic library information (pick one). Include quotation marks where necessary. Topic: How can a (choose one: school, public, or academic) library create a makerspace with a limited budget? **Public Library** -
  - a. *keywords: Makerspace, Public library, Limited budget, Creating, DIY, Tools, Technology, Collaboration, Innovation, Learning spaces*
7. What is a possible subject term for the keyword “reference” as related to libraries (PRO TIP: The thesaurus in the ERIC database provides great ideas for subject terms)?
  - A.) A possible subject term for the keyword “reference” as related to libraries could be “Library Reference Services.”
8. Which Boolean operator would you use to connect the following words if you wanted to find information on the library budget as well as allocation:
  - A.) Budget   and   Allocation. The Boolean operator “AND” would be used to connect the words “budget” and “allocation” to find information on the library budget as well as allocation. For example, you would search for “library budget AND allocation” to retrieve results that include both terms.
9. Where could you use truncation with the keyword “testing” and what other words would the database search for?
  - A.) Truncation with the keyword “testing” can be used in various places depending on the database. For example, in a database search, you can use the truncation symbol (\*) after the root word “test” to retrieve variations of the word, such as “tests,” “tested,” or “testing.”
10. Write a search strategy (what you would type in the search box) for the following topic using keywords, truncation, Boolean, and nesting.
 

Topic: What are the challenges of transitioning from the role of librarian to the role of administration or management?

  - A.) Search strategy: “Challenges of transitioning” AND “librarian to administration OR management”

## Part Two:

### Monarch OneSearch

After viewing the Monarch OneSearch help guide (<http://guides.lib.odu.edu/monarchonesearch>) and the videos within it, complete the following tasks (1 point each).

1. Find a print book using Monarch OneSearch that includes information about privacy and libraries. Write down the title, author, location (library and floor number) and call number.
 

*A practical guide to privacy in libraries*  
Pedley, Paul. 2020

Perry Library General Coll./Floor 4 Z678 .P43 2020

2. Share the search strategy (what you typed in the search box), or strategies you used.

Search strategy:

Locate the search bar at the top of the webpage.

Type keywords into the search box: “privacy and libraries”

Select: Books

3. Find an electronic book using Monarch OneSearch that includes information about libraries and information literacy. Share the title and author in the space below.

*Profiles of academic library efforts to develop information literacy tutorials [e-book]*

Megwalu, Anamika, ProQuest (Firm) 2019

4. Share the search strategy (what you typed in the search box), or strategies you used.

Search strategy:

Locate the search bar at the top of the webpage.

Type keywords into the search box: “libraries and information literacy”

Select: Everything

Filter by: Books (electronic)

### **Subject Specific Databases**

Access the database LearnTechLib from the Databases A-Z list. Explore this database and complete the following tasks (1 point each).

5. In your own words (not copied/pasted from the database) describe what topics you would use this database to find information about and what types of resources you will find.

A.) LearnTechLib would be an excellent resource for librarians particularly interested in library science and technology. Here are some specific topics that could be researched using this database:

Digital Literacy: Research about teaching digital skills in the library, including how to use online databases, e-books, and other digital resources.

Library Technology Tools: Information about the latest software and applications used in libraries, including cataloguing systems, electronic resource management systems, digital archives.

E-Books and Digital Collections: Research about managing and curating digital collections, including the acquisition of e-books and digital media.

Technology in Library Instruction: Methods and strategies for incorporating technology into library instruction and information literacy sessions.

Online Reference Services: Explorations of how technology is being used to provide reference services in a digital environment, including live chat, email, and virtual reference.

Digital Privacy and Security: Issues related to protecting library users' digital privacy and security, particularly in an era of increasing digital resource use.

6. Find a resource related to a specific technology that you are interested in using. Share the citation.

Safadel, P. & White, D. (2022). *Reality in a Virtual World: Immersive Technology Applications for AR and VR*. In E. Langran (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2075-2081). San Diego, CA, United States: Association for the Advancement of Computing in Education (AACE). Retrieved June 8, 2023 from <https://www.learntechlib-org.proxy.lib.odu.edu/primary/p/220995/>.

7. Share your search strategy (what you typed into the search box) or strategies.

A. Digital Library Search Keywords: “Augmented Reality (AR) and Virtual Reality (VR) technologies”

Go to <https://eric.ed.gov/> (ERIC) and complete the following tasks (1 point each).

8. Find a resource related to school librarians and teacher collaborations. Share the citation.

Kammer, Jenna, Matt King, Allison Donahay, and Heather Koeberl. 2021. “Strategies for Successful School Librarian and Teacher Collaboration.” *School Library Research* 24. [www.ala.org/aasl/slr/volume24/kammer-king-donahay-koeberl](http://www.ala.org/aasl/slr/volume24/kammer-king-donahay-koeberl)

9. Share your search strategy or strategies (what you typed into the search box).

A.) “school librarians and teacher collaborations”

10. What special features does ERIC have?

A.) ERIC, the Education Resources Information Center, is a free online library sponsored by the U.S. Department of Education. It contains a massive collection of education-related resources like articles, reports, conference papers, theses, dissertations, and books. ERIC is user friendly, making it easy to find information with simple keyword searches. It also offers more advanced searches, where you can narrow your search to specific titles, authors, or journals. One special tool ERIC offers is a detailed thesaurus, which helps you find the exact terms to search for all relevant information on a topic. Each record in ERIC is indexed with these terms to ensure precise search results. The database also labels each record by source type, and many records link directly to the full text of the document. For those seeking high-quality academic work, ERIC lets you limit your search to only peer-reviewed journals. ERIC is a powerful and free tool for anyone researching in the field of education

11. How could a librarian use this database?

A. Librarians can use the ERIC database in many helpful ways. For one, they can use it to help patrons with their education-related research, since ERIC has an array of scholarly

articles, research papers, and reports. Also, librarians can use ERIC to find new resources to add to their own libraries, especially if they work at a school or academic library.

Additionally, ERIC is a great tool for librarians to show to patrons during one-on-one help sessions. They can even host workshops or information sessions about how to use ERIC for academic research. Librarians can also use ERIC for their own learning to stay up-to-date with trends in education and library science. Lastly, they can create user guides or tutorials about ERIC to help library visitors learn how to use the database for their own research needs. In short, ERIC can be a very useful tool for librarians to both aid their visitors and continue their own professional development.

Access the Library Literature & Information Science Full Text database (from the Databases A-Z link). Explore this database.

12. What special features does this database offer? (1 point)

A.) The Library Literature & Information Science Full Text database is geared towards library and information science professionals. It provides comprehensive coverage of library science topics, indexing articles from key library and information science periodicals. Some special features include:

**Full-Text Access:** As suggested by its name, this database offers full-text access to many of its resources, making it a convenient tool for researchers and librarians who want to access full articles.

**Varied Resource Types:** The database includes diverse resource types, such as academic articles, conference papers, theses, and reports.

**Abstracts and Indexing:** Each entry in the database is accompanied by an abstract or summary of the content, and indexed by relevant keywords or terms to aid in precise searching.

**Citation Tools:** It provides tools to help users cite resources in various styles, such as APA, MLA, or Chicago.

13. How could these features be useful to a librarian? (1 point)

A.) The features of the Library Literature & Information Science Full Text database can greatly aid librarians in their various roles:

**Full-Text Access:** Having immediate full-text access to resources means librarians can quickly obtain the complete information they need, whether for their own professional development, for research purposes, or to assist a patron.

**Varied Resource Types:** With diverse resource types available, librarians can find the most appropriate information format for their needs. For instance, they might look to academic articles for deep insights into a topic, while multimedia materials could be useful for training or presentation purposes.

Abstracts and Indexing: The use of abstracts and indexing makes it easier to identify pertinent resources at a glance, enhancing the efficiency of the search process.

Citation Tools: Citation tools can help librarians quickly and accurately generate references for resources, which is especially useful in research, teaching, and when providing citation guidance to patrons.

In summary, these features can help librarians find, understand, and use relevant information more effectively and efficiently, benefiting both their own work and the service they provide to their patrons.

14. Find an article from a peer-reviewed journal about a topic of your choice. Share the citation here. (2 points)

Wong, G. K. W. (2021). *Taking leadership development into your own hands: A perspective for academic librarians*. Journal of Academic Librarianship, 47(1), N.PAG. <https://doi-org.proxy.lib.odu.edu/10.1016/j.acalib.2020.102301>

15. How do the results from your previous search vary based on your search strategy (for example, do you get different results using different “search modes” or searching different fields)? Describe. (3 points)

A.) The Library Literature & Information Science Full Text database offers several different search modes. When I used the keyword search, the query returned many results that mentioned my search term, while my previous phrase search returned only results that contain my exact phrase.

The use of AND, OR, NOT (boolean operators) in my search significantly altered the results. "AND" returned results that included all my search terms, "OR" returned results that included any of my terms. I didn't attempt the use of "NOT" to exclude results that include a certain term because it wasn't applicable to my search.

16. Using the ODU libguide (<http://guides.lib.odu.edu/libsci>) and the databases themselves, compare this database (Library Literature & Information Science Full Text) to Library, Information Science, & Technology Abstracts. What makes what you would retrieve from these two databases different? (2 points)

A.) The main difference between the two databases is the access to full-text articles. The "Library Literature & Information Science Full Text" provides full-text articles for over 170 journals, whereas "Library, Information Science, & Technology Abstracts" generally provides only the abstracts of articles and other resources, requiring users to locate the full text elsewhere. Another difference is the type of resources you can find in these databases. While both provide journal articles, the "Library, Information Science, & Technology Abstracts" also includes books, research reports, and conference proceedings.

These differences would affect the kind of information you would retrieve from each database. Your choice between the two would depend on your specific needs, whether you require full-text articles, the range of coverage, or a wider type of resources.