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Suggested Reference

Zdravkovic, N. (2016). Academic and information literacy in the core of a research process: Information Search Process & Research Skills Development Framework. An invited presentation. Serbian Academy of Sciences and Arts (SASA), Belgrade and Vinca Institute of Nuclear Sciences, University of Belgrade.

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Akademaska i informaciona pismenost u srzi istrazivackog procesa:



THE UNIVERSITY OF
AUCKLAND
Te Whare Wananga o Tamaki Makaurau
NEW ZEALAND

Akademaska i informaciona pismenost u srzi istrazivackog procesa: *Information Search Process, Research Skills Development Framework*

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The University of Auckland, New Zealand



**Ova prezentacija...i nije
prezentacija!**

[https://www.youtube.com/watch?
v=F_tUb-VjN3E](https://www.youtube.com/watch?v=F_tUb-VjN3E)



The University of Auckland – NO 1 in Australasia

- 8 faculties
- 40,784 students
- 30,477 Undergraduate
- 10,307 Postgraduate
- 2 400 Doctoral candidates
- International students 13%
- 4,784 Staff




- European 41%
- Asian 35%
- Maori 6%
- Pacific Island 8%

Molim vas ustanite ako...

Ste student doktorskih nauka/ radite na istraživanju vezanim za doktorat

Radite sa studentima na fakultetu

Bavite se istraživačkim radom duže od godinu dana



Koja je uloga biblioteke na univerzitetu?

Sudenti

Istrazivaci

Strateski pristup radu – **KAKO?**



**Enabling Student
Outcomes and Success**

**Enabling Researcher
Outcomes and Success**

Delivering Service Excellence

**Relevant and Fit for Purpose Resources and Infrastructure –
scholarly collections, libraries and learning spaces, digital tools and
infrastructure**

1. Da li 'brucosi' / studenti prve godine fakulteta mogu/ imaju sposobnosti da rade na originalnom istrazivanju?

2. Da li studenti doktorskih nauka u Srbiji imaju neophodno razumevanje/iskustvo u istraživačkom radu?

Research Skills Development Framework

[https://www.adelaide.edu.au/rsd/
framework/](https://www.adelaide.edu.au/rsd/framework/)



www.rsd.edu.au
john.willison@adelaide.edu.au

Researchers...

Facets of Research

		← supervisor instigated	↔ researcher instigated	↔ discipline leading	→			
		Prescribed Research Level 1	Bounded Research Level 2	Scaffolded Research Level 3	Self-initiated Research Level 4	Open Research Level 5	Adopted Research Level 6	Enlarging Research Level 7
a. Embark & Clarify	Curious	Respond to questions/tasks provided explicitly. Use a provided approach to clarify questions, expectations and ECST issues.	Respond to questions/tasks implicit in directions. Choose from several provided structures to clarify questions, expectations and ECST issues.	Respond to questions/tasks generated from instructions. Choose from a range of provided structures or approaches to clarify salient elements including ECST issues.	Generate questions/aims/hypotheses framed within structured guidelines. Anticipate and prepare for ECST issues.	Generate questions/aims/hypotheses based on experience, expertise and literature. Delve into and prepare for ECST issues.	Identify previously unstated gaps in literature and articulate research directions and ECST issues in response to gaps.	Articulate research directions that expand or direct the field and anticipate the corresponding ECST issues.
b. Find & Generate	Determined	Collect and record required information or data using a prescribed methodology from a prescribed source in which the information/data is clearly evident.	Collect and record required information/data using a prescribed methodology from prescribed source/s in which the information/data is not clearly evident.	Collect and record required information/data from self-selected sources using one of several prescribed methodologies.	Collect and record self-determined information/data, choosing an appropriate methodology based on structured guidelines.	Collect and record self-determined information/data, choosing or devising an appropriate methodology.	Synthesise others' methods to formulate novel methods/methodologies or apply existing methods to novel applications.	Generate new methods/methodologies that are used widely.
c. Evaluate & Reflect	Discerning	Evaluate sources/information/data using simple prescribed criteria to specify credibility and to reflect on the research process.	Evaluate sources/information/data using a choice of provided criteria to specify credibility and to reflect on the research process.	Evaluate information/data and inquiry process using criteria related to the aims of the inquiry. Reflect insightfully to improve own processes used.	Evaluate information/data and the inquiry process using self-determined criteria developed within structured guidelines. Refines others' processes.	Evaluate information/data and inquiry process using self-generated criteria based on experience, expertise and the literature. Renews others' processes.	Generate substantial research outcomes, so that ideas, practices or interpretations are cited/implemented by others.	Generate substantial research outcomes, so that ideas, practices or interpretations become foundational in field or discipline.
d. Organise & Manage	Harmonising	Organise information/data using prescribed structure. Manage linear process provided (with pre-specified team roles).	Organise information/data using a choice of given structures. Manage a process which has alternative pathways (and specify team roles).	Organise information/data using recommended structures. Manage self-determined processes (including team function) with multiple pathways.	Organise information/data using self-or-team-determined structures, and manage the processes, within supervisor's parameters.	Organise information/data using self-or-team-determined structures and management of processes.	Form a research team or a team of community-based practitioners.	Form and develop research networks/communities.
e. Analyse & Synthesise	Creative	Interpret given information/data and synthesize new knowledge to produce coherent individual/team understandings.	Interpret several sources of information/data and synthesise to integrate knowledge into standard formats. <i>Ask emergent question.</i>	Analyse trends in information/data and synthesises to fully integrate components specified. <i>Ask rigorous, researchable questions.</i>	Analyses information/data and synthesizes to fully integrate components, consistent with parameters set. Fill knowledge gaps that are stated by others.	Analyse and create information/data to fill researcher-identified gaps or extend knowledge.	Synthesise others' concepts or interpretations to frame novel outcomes. May also address substantial concerns of a community.	Develop new concepts or interpretations that expand the field or discipline. May also address substantial concerns across communities.
f. Communicate & Apply	Constructive	Use prescribed genre to develop and demonstrate understanding from a specified perspective. Apply to a similar context the knowledge developed. Follow prompts on ECST issues.	Use discipline-specific language and prescribed genre to develop understanding and demonstrate it to a specified audience. Apply to different contexts the knowledge developed. Clarify ECST issues.	Use discipline-specific language and genres to demonstrate scholarly understanding for a specified audience. Apply the findings to diverse contexts. Specify ECST issues that emerge.	Use appropriate language and genre to address gaps of a self-selected audience. Apply innovatively the knowledge developed to a different context. Probe and specify ECST issues in each	Use appropriate language and genre to extend the knowledge of a range of audiences. Apply innovatively the knowledge developed to multiple contexts. Probe and specify ECST issues that	Change the conversation within the discipline/field through publicly-available communication of knowledge/understanding. Articulate and promote relevant ECST issues.	Change the direction of the conversation across disciplines/fields. Articulate and promote ECST issues that were previously unstated.

Table 1: Researcher Skill Development Framework

A conceptual framework for the explicit, coherent, incremental and cyclic development of the skills associated with researching. ©Willison & O'Regan, August 2008/October 2015



Zasto bas RSDF i primena

1. Analiza fakultetskih programa / kurikuluma
(individualni predmeti, kursevi + celokupni
programi studija – razliciti pristupi)

Semester	Course Year 2	Course Year 3	Learning Outcomes	Assessment tasks & due dates	Gaps identified & potential intervention	A&I integration - phase 1: Assignment -specific targeted Academic Skills Workshops- collaboration between tutor Brenda Allen, LLS, SLS & SL to integrate A&I	Research Skills Development Framework www.adelaide.edu.au/rsd/framework	UoA Graduate Profile Attributes
Sem 1	FTVMS 202 Hollywood and its others Lecturer: Xuelin Zhou Students enrolled: 66	FTVMS 307 Hollywood and its others Lecturer: Xuelin Zhou Students enrolled: 48	Year 2 <ul style="list-style-type: none"> ☑ Understand the conceptual and theoretical elements of Film Studies ☑ Be more alert to the aesthetic elements that form the film language ☑ Be better informed about the evolution of Hollywood as industry and mass medium ☑ Be more aware of the world cinema's 'dialogues' with Hollywood ☑ Be more capable of evaluating, applying and presenting information ☑ Have the ability to structure, shape and synthesise information Year 3E <ul style="list-style-type: none"> ☑ Be more capable of using databases to support independent research on set topics ☑ Have the ability to apply information to develop a distinctive critical voice. 	Year 2 Tutorial participation 10% Assignment 1 Short essay 20% <u>Friday April 4</u> Assignment 2 Long essay 30% <u>Friday 23 May 2014</u> Final Examination: 40% (different exam questions for each paper) Year 3 Class Presentation & Tutorial participation 10% (10%) Assignment 1: Research essay 20% <u>Friday April 4</u> Assignment 2: Research essay 30% <u>Friday 23 May 2014</u> Final Examination: 40% (different exam questions for each paper)	Analysis of the assignment topic/ theme, understanding terminology and disciplinary discourse (film language) and obtaining background (general knowledge) information about the key concepts introduced in the topic/task. - Formulating thesis statement - Finding additional assignment literature via Articles & more, Scholar and MFT databases - Essay structure and building own arguments - Referencing using MLA ref style	Collaboration between faculty, MFT Academic Skills Coordinator (ASC) Brenda Allen, LLS, SLS & SL to design and co-present the integrated Assignment 2 supporting workshop (7 to 10 days prior to due date). This will involve: 1. Preliminary meeting with ASC and course lecturer to discuss students' learning needs and the integration of the A&I within the workshop structure/content and any further possibilities/Assignment 2 targeted actions. 2. Collaboration with ASC to integrate A&I into the targeted Assignment 2 workshop; 3. Creation of any required supporting (Assignment 2 integrated) resources and materials; 4. The workshop to be offered and promoted to students as integrated part of their coursework. 5. The workshop to be co-taught between ASC, SLS Academic Advisor and/or Subject Librarian.	A. Students embark on inquiry and so determine a need for knowledge/ understanding B. Students find/generate needed information/data using appropriate methodology C. Students organise information collected or generated E. Students synthesise, analyse and apply new knowledge	2.1. A capacity for critical, conceptual and reflective thinking. 2.5. An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively. 2.7. An ability to access, identify, organise and communicate knowledge effectively in both written and spoken English and/or Māori. 2.9. An ability to make appropriate use of advanced information and communication technologies.
Sem 1	FTVMS 210 RACE, INDIGENEITY AND THE MEDIA Lecturer: Sue Abel Enrollments: 26	FTVMS 325 RACE, INDIGENEITY AND THE MEDIA Lecturer: Sue Abel Enrollments: 31	Students who have completed the course are expected to: <ul style="list-style-type: none"> ☑ Develop an understanding of different theories of racism and Whiteness Studies. ☑ Develop an introductory understanding of postcolonialism. ☑ Be able to evaluate these theories, and to apply them to media texts. ☑ Develop an understanding of obstacles in the way of indigenous media texts. ☑ Be better informed about the role that indigenous media plays, or is possible of playing ☑ Have the ability to apply information to develop a distinctive critical voice. 	Assessment FTVMS 210: <u>Essay (1500 words) 30% - due 2 April</u> Test 1 20% <u>Blog (1000 words) 20% - due 4 June</u> Test 2 20% Assessment FTVMS 325: <u>Essay (2000 words) 30% - due 3 April</u> <u>Oral Presentation: 20%</u> <u>Blog (1500 words) 20% - due 4 June</u> http://ftvms210-325.blogspot.co.nz Test (In tutorial Week 12) 20% Tutorial Participation 10% SOME HELPFUL INFORMATION You can write this essay without referring to any other material than that in your Course Reader and lecture notes. It is not necessary to research more widely. The essay is an exercise in applying given theories to a text. You may, however, research more widely if you wish. I have put some books and article on Short Loan, but you may find other relevant books in the library. You may also find it useful to access the library databases. If you do not know how to do this you can ask a librarian, or me. You may find it useful to browse articles and chapters that are not specifically about the film you are writing on because such article/chapters often will provide useful background material, and/or provide you with questions to ask of your film. An example: Kim Glidden's essay 'Arab Stereotypes in American Cinema: An Examination of Hollywood's Racial Injustice in Rules of Engagement'	Sarah already offers optional course-related workshop for FTVMS325 covering citation index database. Note: Course does not require students to do any independent research. Searching for further readings optional. However, lecturer provides most readings in this quite small area. Use of citation index database required for presentation assignment. - Understanding the assignment topic/ theme, understanding terminology and disciplinary discourse (film language, e.g. "Cinematic mediations", eurocentrism, etc) and obtaining background (general knowledge) information about the topic/task. - Try to make major impact of the Assignment 1 (essay) - integrate Information Search Process model. - How to write analytical commentaries (blog assignment), including: balance between analysis & general points; engagement with theoretical concepts and/or arguments; balance between competing arguments/theories when relevant; succinctness; staying focused on the main line of argument/analysis. - Full support for Oral presentation assignment: Cited reference searching.	1. Preliminary meeting with the MFT Academic Skills Coordinator (ASC) and course lecturer to discuss students' learning needs and the integration of the A&I within the tutorial and any further possibilities/ assignment targeted actions. 2. Collaboration with ASC to integrate A&I into essay assignments (both Year 2 and Year 3) as well as design and deliver the targeted workshop; 3. Creation of any required supporting resources and materials; 5. The workshop to be co-taught between ASC, SLS Academic Advisor and/or Subject Librarian.	A. Students embark on inquiry and so determine a need for knowledge/ understanding B. Students find/generate needed information/data using appropriate methodology C. Students critically evaluate information/data and the process to find/generate this information/data E. Students synthesise, analyse and apply new knowledge.	2.1. A capacity for critical, conceptual and reflective thinking. 2.4. Intellectual integrity, respect for truth and for the ethics of research and scholarly activity. 2.5. An ability to recognise when information is needed and a capacity to locate, evaluate and use this information effectively. 2.7. An ability to access, identify, organise and communicate knowledge effectively in both written and spoken English and/or Māori. 2.9. An ability to make appropriate use of advanced information and communication technologies.

Appendix 1: RSDF Curriculum mapping of academic information literacy intervention into the Media, Film & Television undergraduate programme (2013-2015)

Facet of Inquiry	Level 1	Level 2	Level 3	Level 4	Level 5 (open)
A. Students embark on inquiry and so determine a need for knowledge/ understanding	Students research at the level of a closed enquiry and require a high degree of structure/guidance Analysis of the assignment topic/ theme/ task FTVMS 100, FTVMS 101, FTVMS 110, FTVMS 215, FTVMS 211/309, FTVMS 219/326, FTVMS 227/329	Students research at the level of a closed enquiry and require some structure and guidance Formulate a thesis statement FTVMS 215, FTVMS 211/309, FTVMS 219/326, FTVMS 227/329	Students research independently at the level of a closed inquiry	Students research independently with indirect guidance and parameters provided by tutor Formulate own research question (Year 3) FTVMS 339, FTVMS 221/315, FTVMS 219/326	Self-determined guidelines
B. Students find/generate needed information/data using appropriate methodology	Finding literature FTVMS 100, FTVMS 101, FTVMS 110	Understand and apply information search process FTVMS 100, FTVMS 101, FTVMS 110	Finding literature – “Too few”/ “Too many” scenarios FTVMS 215, FTVMS 211/309, FTVMS 221/315, FTVMS 219/326, FTVMS 227/329		Generate questions/ aims/ hypotheses
C. Students critically evaluate information/data and the process to find/generate this information/data	Selection and critical evaluation of literature/ information FTVMS 100, FTVMS 101, FTVMS 110	Position paper FTVMS 213/324, FTVMS 216/302 Literature review Close textual analysis of a film scene FTVMS 215, FTVMS 211/309, FTVMS 219/326, FTVMS 227/329	Analytical commentaries FTVMS 210/325	Understand research process FTVMS 202/307	Collect self-determined data & information from self-selected sources based on self-structured guidelines
D. Students organise information collected or generated	Referencing using recommended referencing style(s) - MLA FTVMS 100, FTVMS 101, FTVMS 110, FTVMS 215, FTVMS 211/309, FTVMS 219/326, FTVMS 227/329	Literature review FTVMS 213/324, FTVMS 216/302 Reading skills - critical analysis of the key concepts, theories and ideas from literature FTVMS 221/315, FTVMS 219/326, FTVMS 227/329			Evaluate information & reflects on inquiry process using self-generated criteria based on expertise & literature
E. Students synthesise, analyse and apply new knowledge	Careers awareness - understanding of professional attributes FTVMS 210/325 Write annotated review of literature FTVMS 100, FTVMS 101, FTVMS 110	Film review - critical, thematic, stylistic and cultural analysis – media analysis FTVMS 213/324, FTVMS 216/302, FTVMS 224/319	Research essay FTVMS 202/307 Formulating well-structured arguments FTVMS 339, FTVMS 221/315, FTVMS 219/326, FTVMS 227/329		Organise information/data using student (self) determined structures and management of processes.
F. Students communicate knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	Students apply appropriate essay structure model FTVMS 100, FTVMS 101, FTVMS 110, FTVMS 211/309, FTVMS 219/326, FTVMS 227/329 Paragraph structure & Topic sentences: FTVMS 211/309, FTVMS 219/326, FTVMS 227/329	Presentation skills FTVMS 213/324, FTVMS 216/302, FTVMS 210/325	Writing skills for social media – blogs FTVMS 210/325		Analyse & create information/data to fill student (self?) identified gaps or extend knowledge.

Identifikacija predmeta/kurseva sa nedostatkom elemenata istrazivanja/ istrazivckh zadataka za studente I prilike za razvoj istrazivackih sposobnosti/razumevanja procesa

Identified opportunities for developing RSDF level 3 & 4 facets of inquiry

Focus on independent research/ writing/ critical analysis work – courses identified based on curriculum mapping	Film review - critical, thematic, stylistic and cultural analysis – media analysis (RSDF level 3)	Position paper (RSDF level 4)	Analytical commentaries (RSDF level 3)	Presentation skills (RSDF levels 2 & 3)	Careers awareness - understanding of professional attributes (RSDF levels 1 & 2)	Writing skills for social media – blogs (RSDF level 3)	Literature review (RSDF level 4)	Research essay & understand research process (RSDF level 4)
213/324 & 216/302	X	X		X			X	
FTVMS 224/319	X							
FTVMS 202/307								X
FTVMS 210/325			X	X	X	X		
FTVMS 225	X		X					X

Pacific Studies (Year 3): Guiding students to independent research.

RSDF Levels 3-5.

RSDF Research Facets	Research skills RSDF levels 3-5	Proficient 0-3	Mastery 4-7	Exceed Expectations 8-10	University Graduate Profile
Embark & Clarify (Curious)	Generate aims, questions and approaches within structured guidelines.	Assignment question has been well explored, aims expressed and relevant research questions addressed.	Good interpretation of assignment task. Aims clearly expressed and engaging research questions adopted. Draws on a good range of academic evidence as support.	Assignment question has been thoroughly explored. Independent interpretation of assignment task. Original aims presented and linked to challenging research and issues. Draws on a comprehensive range of academic evidence.	3.3 Self-discipline and an ability to plan and achieve personal and professional goals. 1.2 An understanding and appreciation of current issues and debates in the major fields of knowledge studied.
Find & Generate (Determined)	Self-select appropriate sources from a variety of sources (databases). Choose methodology based on structured guidelines.	Includes resources beyond reading list. Identifies methodology.	Effectively identifies resources beyond reading list. Chosen methodology well suited to selected research material.	Varied resources beyond the reading list identified and effectively categorized. Chosen methodology illustrates originality and maps directly to research resources selected.	2.5 An ability to recognise when information is needed and a capacity to <u>locate</u> , evaluate and use this information effectively. 2.4, 2.9
Evaluate & Reflect (Discerning)	Assess the credibility of sources and evaluate information. Reflect on chosen methodology and the research process.	Satisfactory assessment of the credibility of sources. Reflects on chosen methodology and research process developed. <u>Intext</u>	Good assessment of the credibility of resources. Insightful reflection on methodology and evaluation of research	Excellent assessment and evaluation of information sources. Outstanding scholarly reflection and justification presented on	1.3 An understanding and appreciation of the philosophical bases, methodologies and characteristics of scholarship,

Zasto bas RSDF i primena

2. Dizajn predmeta/ predavanja, tutorijala i metoda ispitivanja/ ocenjivanja (assignments) – koje **sposobnosti (SKILLS)** pored ZNANJA iz discipline/ predmeta

2. Effective communication

- (a) An advanced capacity to communicate ideas effectively in suitable formats to a range of audiences inside the field of study or discipline and to the wider community.
- (b) An advanced ability to communicate effectively using written and spoken English and/or Māori, or where appropriate, other languages.

3. General intellectual skills and capacities

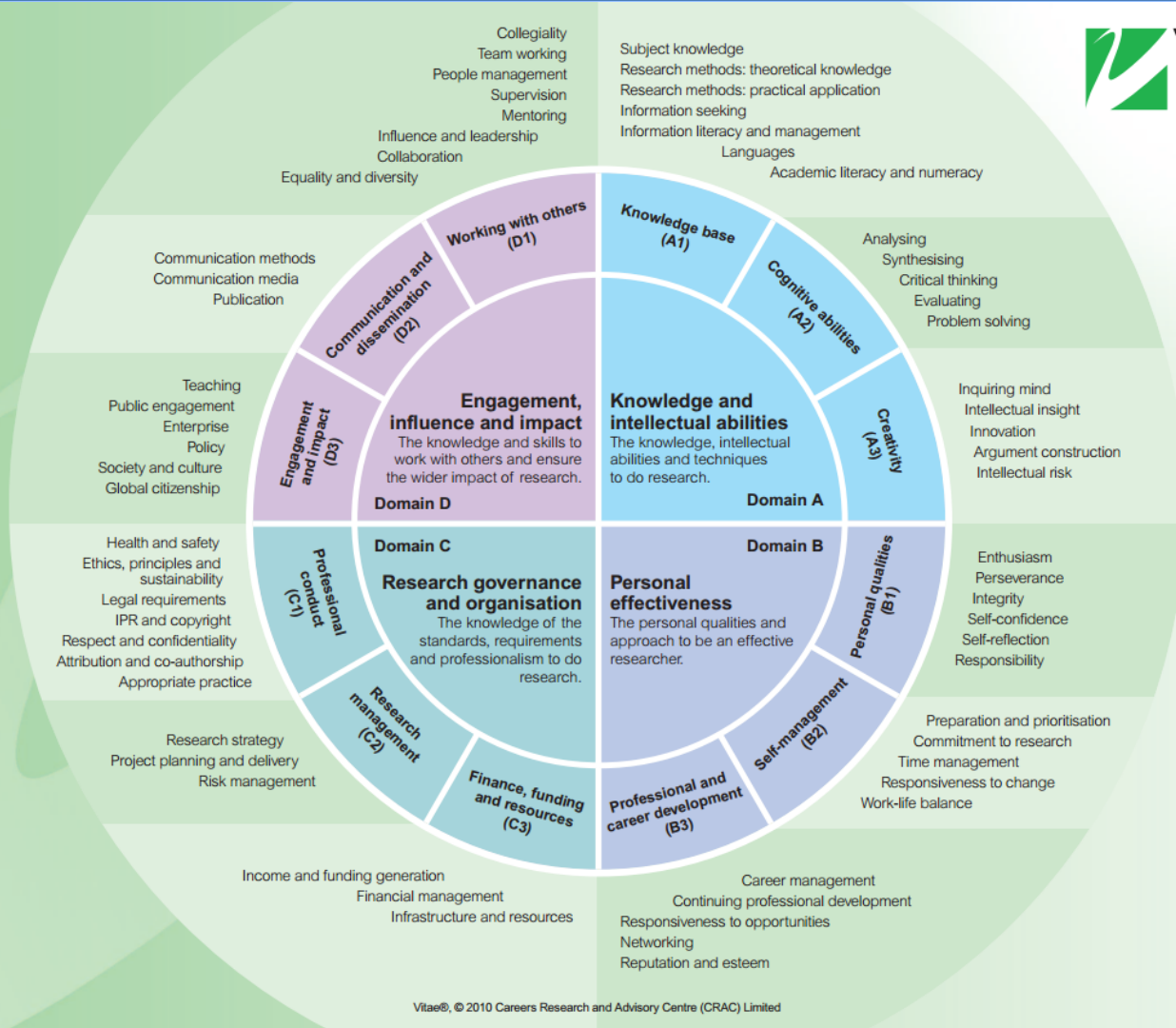
- (a) An advanced capacity for critical, conceptual, and reflective thinking.
- (b) An advanced capacity to locate, contextualise, critically evaluate, synthesise, and use information effectively.
- (c) An advanced ability to analyse information, where relevant, using appropriate tools, technologies, and methods.
- (d) An advanced capacity for critical appraisal of relevant scholarly literature.
- (e) An advanced ability to initiate, design, conduct, sustain, and report research.
- (f) A strong willingness to seek continuous improvement in research skills and quality of research.
- (g) Interdisciplinary perspectives.
- (h) The self-awareness to identify one's professional, personal, and research skills, and the ability to market these appropriately in the employment market.
- (i) An understanding of career and professional development strategies.
- (j) The ability to work independently, as well as collaboratively and effectively with others, as appropriate.

4. Independence, creativity and learning

- (a) An intellectual openness and curiosity.
- (b) An advanced capacity for creativity and originality.
- (c) An advanced ability to identify, define, analyse, and solve problems in a flexible manner and the skill to adapt innovatively to changing environments.
- (d) An appreciation for ideas, discovery, and learning.
- (e) Self discipline and an advanced ability to plan and achieve goals (personal and professional), including career advancement and identifying appropriate opportunities in the chosen field.

5. Ethical and social understanding

- (a) Personal, professional and intellectual integrity, and respect for the ethics of research and scholarly activity.
- (b) An awareness of local and global dimensions of intellectual, political, and economic activities.
- (c) An appreciation of human and cultural diversity and respect for the values of individuals and different cultural groups.
- (d) An awareness of the implications and potential of their research in terms of intellectual property and commercialisation.

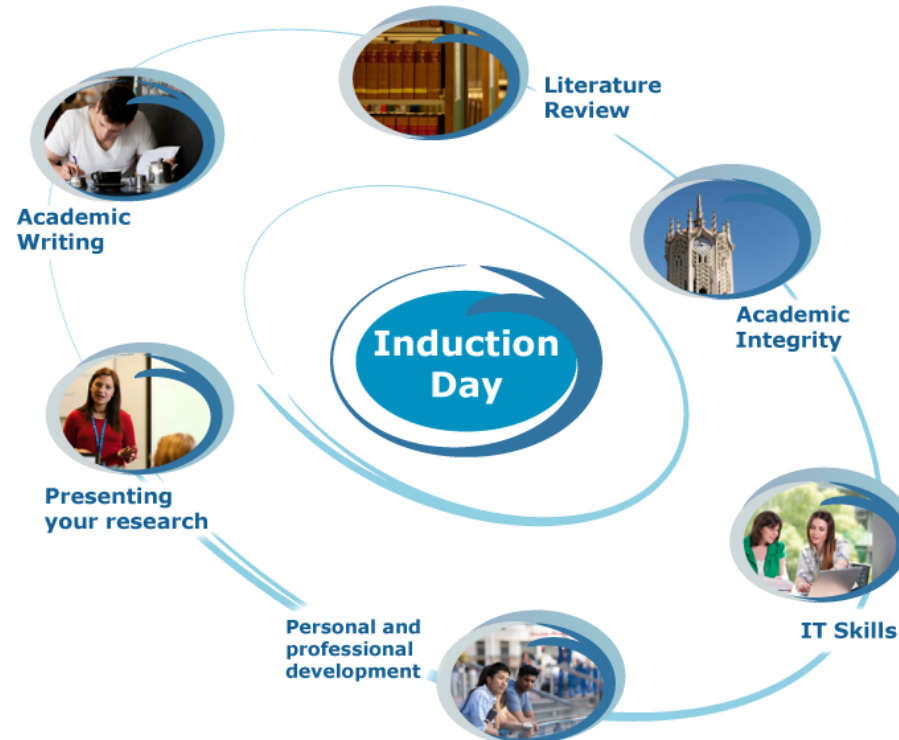


3. The Doctoral Skills Programme at University of Auckland Library & School of Graduate Studies

- **15** different workshop titles
- **180** sessions per year
- taught by **40** Subject Librarians
- attended by **2000** doctoral candidates

Welcome to the Doctoral Skills Programme (DSP) Hub

From this site doctoral candidates can find information about the University of Auckland Doctoral Skills Programme (DSP) consisting of a compulsory Induction Day and different workshop strands.



Moje istraživanje...saznali smo – ne samo ‘skills’ sposobnosti, već i razmena znanja, problema i rešenja – potreba da uče jedni od drugih a ne od profesora...



U grupama – da li je moguće
promeniti RSDF u vašem ličnom
radu (sa kolegama, istraživačkim
timom, studentima...) i kako?

(5 -7 minuta)

Primena Information Search Process (ISP) u istraživackom radu

Carol Collier Kuhlthau was the sole developer and researcher of the Information Search Process (ISP)

This model was developed from the findings of five studies and was intended to serve as a guide for designing instructional programs.

Kuhlthau's Model, known as the Information Search Process (ISP), is one of the most highly cited works in Library and Information Science.



Carol Kuhlthau's Information Search Model (ISP)

STAGES	Receive Assignment / Enrol in MA or PhD programme	Topic selection	Exploration Seeking focus	Focus formulation /is found	Information collection	Present Findings & Assess research process
FEELINGS	UNCERTAINTY	OPTIMISM	CONFUSION FRUSTRATION DOUBT SEARCH-READ- REFLECT	CLARITY	CONFI- DENCE EVALUATE	RELIEF SATIS- FACTION
THOUGHTS	AMBIGUITY \longrightarrow INCREASED INTEREST \longrightarrow SPECIFICITY					
ACTIONS	SEEKING RELEVANT INFORMATION \longrightarrow SEEKING PERTINENT INFORMATION					

The PhD Process



Broad search – overview of literature
Literature Review: Getting started workshop

Focused search – looking for specific information
Literature Review: Targeting your research workshop

Google Scholar
Articles & more
Open access
Theses & dissertations

Databases by subject,
individual database
search

BROAD SEARCH –
OVERVIEW OF LITERATURE
Literature Review: Getting started workshop

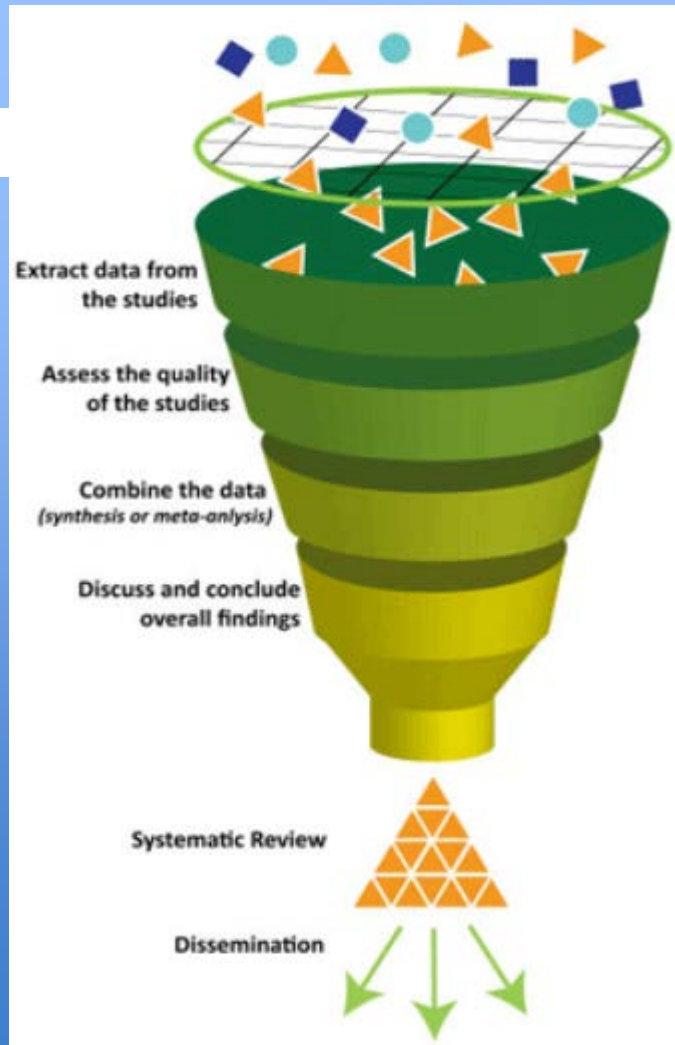
Google Scholar
Articles & more
Open access
Theses & dissertations

Databases by
subject

Focused search – looking for
specific set of results -
*Literature Review: Targeting
your research* workshop

Individual
database
search

SYSTEMATIC LITERATURE REVIEWS – the process



U grupama – da li je moguće
promeniti C.C. Kuhlthau's ISP u
vasem licnom radu (sa kolegama,
istraživackim timom, studentima...)
i kako? (5 -7 minuta)

Da li naučnici i istraživači
mogu da postanu
superstarovi?

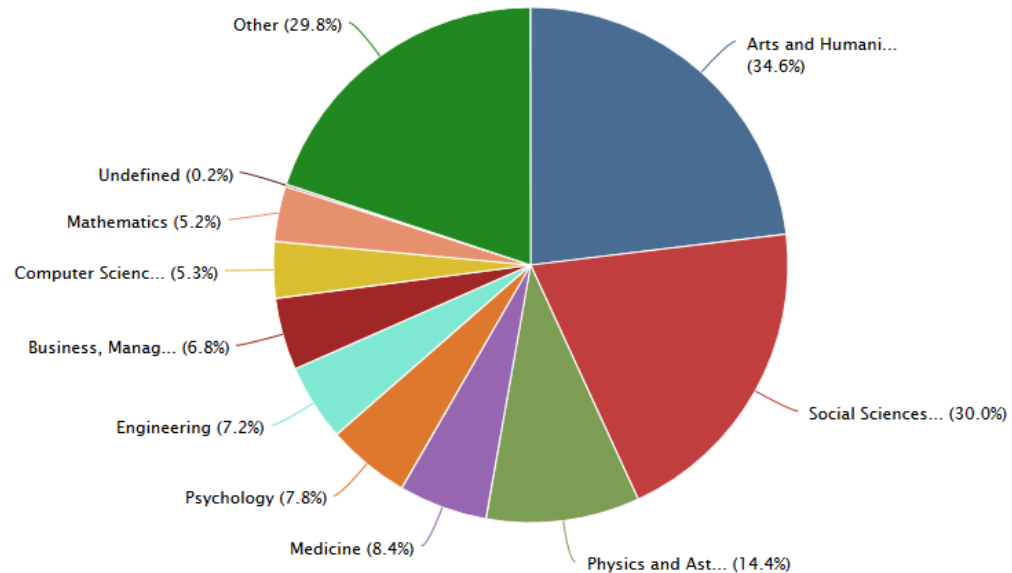
Status 'superstara':

1365 document results Choose date range to analyze: 1988 to 2016 Analyze

Year Source Author Affiliation Country/Territory Document type **Subject area**

Subject Area	Documents
Arts and Humanities	472
Social Sciences	410
Physics and Astronomy	197
Medicine	114
Psychology	107
Engineering	98
Business, Management and Accounting	93
Computer Science	72
Mathematics	71
Economics, Econometrics and Finance	54
Earth and Planetary Sciences	52
Biochemistry, Genetics and Molecular Biology	43
Agricultural and Biological Sciences	35
Environmental Science	35

Documents by subject area



Status 'superstara':

<https://directory.auckland.ac.nz/people/profile/r-greenberg>

Status 'superstara':

Symplectic elements/ Research Outputs

<https://researchoutputs.auckland.ac.nz/userprofile.html?uid=12915&em=false>

Status 'superstara':

Altmetrics, Biblioinformatics Service & Open access tools

<http://www.library.auckland.ac.nz/biblioinformatics>

‘Zivotni’ ciklus potataka istrazivanja

Koja ce biti ‘sudbina’ podataka koje ste sakupili u toku istrazivanja kojim se trenutno bavite u narednih 10 godina ?

Gde ih trenutno cuvate?

‘Zivotni’ ciklus podataka istrazivanja: data preservation & data sharing

- [FigShare](#)
- [Open government data platform – India](#) & <http://www.ogpl.nic.in/>
- [Dataverse Network \(Public Knowledge Project\)](#) – Harvard University
- [Dryad data repository](#) in scientific & medical research - US
- [OPEN DATA REPOSITORIES](#) (hosted by the School of LIS at Simmons College)
- [Datacite](#)
- [UoA Research Data Management](#) tools/guides/training

Koji je potencijalni problem?

VASA PITANJA





THE UNIVERSITY OF
AUCKLAND
Te Whare Wānanga o Tāmaki Makaurau
NEW ZEALAND

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