Academic Research
Understanding Scholarly Sources
Primary vs. Secondary Sources

Primary

0 As close the original source as possible

0 What is considered primary changes with perspective, subject matter and chronological distance
   0 For instance, recent newspaper article is usually not a primary source, but it becomes a primary source when it is an article from the 1860s on the Civil War

0 Ex. A report made by the CDC, the diary of Anne Frank, a photo of Syrian protestors
Primary vs. Secondary Sources

Secondary

- A mediated, restated, interpreted, analyzed and/or contextualized account
- Works *about* something rather than a part of it
- Ex. A news article distilling the findings of the CDC report, a biography of Anne Frank, an encyclopedia entry on the Syrian Civil War

Touro Primary & Secondary Sources
Example: Your Favorite Musician

**Primary sources**
- Recordings of his works
- The musician’s writings or autobiography
- Interview
- Music video for the latest single
- Band website

**Secondary sources**
- Biography
- Album review
- Magazine feature
- “Behind the Music” episode

-Adapted from University of Rhode Island “What is Information”
http://www.uri.edu/library/staff_pages/kinnie/lib120/info.html#example
# Scholarly vs. Popular Periodicals*

<table>
<thead>
<tr>
<th></th>
<th>Scholarly</th>
<th>Popular</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>AKA Academic or Peer-reviewed</td>
<td>Magazine or newspaper rather than journal</td>
</tr>
<tr>
<td><strong>Author</strong></td>
<td>Written by scholars</td>
<td>Written by journalists</td>
</tr>
<tr>
<td><strong>Review</strong></td>
<td>Formally reviewed by other experts (peers) for accuracy</td>
<td>Not reviewed</td>
</tr>
<tr>
<td><strong>Audience</strong></td>
<td>Read mainly by those in academia</td>
<td>Read by the general public</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>Lengthy references due to their inclusion or others’ research and opinions</td>
<td>Seldom include references</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Formal divisions, technical language, long in length</td>
<td>Accessible language, shorter in length</td>
</tr>
<tr>
<td><strong>Images</strong></td>
<td>Charts, graphs, data tables</td>
<td>Many photos and pictures</td>
</tr>
<tr>
<td><strong>Advertising</strong></td>
<td>No advertising</td>
<td>Lots of general advertising</td>
</tr>
</tbody>
</table>

*Periodical refers to anything published on a recurring (periodic) basis (weekly, monthly, etc.), like a journal, magazine, or newspaper*
What to Look for in an Academic Article

- Very **specific titles** that are narrow in scope
- **Authors and credentials** (degrees earned, positions held, and/or institutional affiliation) prominently included
- **Contact information** for one or more authors
- **Journal name** and/or publishing body
- **Abstract** (a summary of the article found before the introduction)
- Formal **language and tone**, specialized vocabulary
- Lengthy **references**
Ethnographic Decision Tree Modeling: A Research Method for Counseling Psychology
Kirk A. Beck
University of British Columbia

This article describes ethnographic decision tree modeling (EDTM, C. H. Gladwin, 1989) as a mixed method design appropriate for counseling psychology research. EDMT is introduced and located within a postpositivist research paradigm. Decision theory that informs EDTM is reviewed, and the 2 phases of EDTM are highlighted. The 1st phase, model building, is an inductive process consisting of a series of ethnographic interviews designed to describe and diagram the choices of decision makers. The 2nd phase, model validation, utilizes linear hypothesis testing borrowed from a quantitative research paradigm. During model validation, the group decision model is tested using a separate group of participants from the same population. Strengths and limitations of EDTM, and its potential applications in counseling psychology research, are emphasized.

A first-year university student is undecided about majoring in science or the humanities. A couple unable to have children is considering whether to adopt a child. A group of elementary school teachers is deciding which students may best benefit from a specific reading program. A psychologist is uncertain about when to contact protective services regarding possible child abuse. Although all of these scenarios involve different kinds of decisions, they each raise one important question: How do people decide what to do? It is recognized that there is individual variation in decision making; however, groups of people tend to rely on common factors or decision rules in making a choice. Ethnographic decision tree modeling (EDTM; Gladwin, 1989) is a research method designed to identify the factors that groups of people use in their decision making. Understanding how people make real-life decisions, such as these mentioned above, has important implications for the development or modification of appropriate educational programs, psychological interventions, policies and procedures, legislation, and other supportive services.

EDTM is a research method grounded in both qualitative and quantitative research paradigms. The focus of EDTM is the development and verification of a formal model of choice for a specified decision task. The result of this method is a set of "if-then" decision rules that describe the principal factors or considerations that groups of people use in making a specified decision. These factors are derived from ethnographic interview methods and are verified subsequently through quantitative model testing.

The EDTM approach is specifically designed to discover the criteria underlying decision making for a specified choice within a defined group. The emphasis of this method is on both describing and predicting group behavior. The predictive element of EDTM makes it a useful tool for psychologists, program developers, and others who want to identify how best to intervene and improve decision-making practices.

In-text citations:
- Gladwin (1989)
- Beck (2000)
- Breslow, Breslow, & Cunningham (2000)
- Beck & Schultz (2000)
- Johnson & Williams (1993)
- Bauer & Wright (1996)
- Ryan & Martinez (1996)

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Institutional affiliation:
American Psychological Association
SPECIAL ISSUE: DECISION TREE MODELING

recurrent decision making, as it is presumed that people utilize specific criteria in making ongoing and everyday decisions such as treatment or referral decisions.

EDTM is particularly relevant to researchers and counseling psychologists wanting to develop educational programs and policies and psychological interventions. A focus on specific decision criteria and the relationship between variables allows researchers to make recommendations to improve decision-making practices for the targeted group. Calheiros, Seidl, and Ferreira (2000) noted that the community, because of its participation, is more likely to accept policy recommendations stemming from this research.

It is hoped that this article will invite counseling psychology researchers to consider the methodological contributions of EDTM in the future. Studies using the EDTM design have not yet permeated mainstream counseling journals. It is believed that using the EDTM method can enhance our understanding of counseling-related issues.

References


*Don’t forget to look over the bibliography for other sources that might be helpful to you.
Find an Article by Citation

- If you find a really great article, you will often be able to find other helpful articles in its bibliography.
- To find the text of an article that you only have a citation for, the Quick Search on the library homepage is a good starting point.
- This Google-like search box searches across all of the Touro holdings, including the contents of the catalog and databases.
If we do not have the article in our holdings, you can submit an interlibrary loan request.
Anatomy of a Research Article

0 When researchers perform an experiment or a study, they write up their findings in a predictable, formalized way.

0 Knowing this format can make reading these articles and finding the exact information you need easier.

0 The following sections will typically be used to structure the paper:
Anatomy of a Research Article

- **Abstract** - Summary of the article and their findings
- **Introduction/Literature Review/Background** - Gives the context and current state of research in this area for the experiment
- **Methods/Procedure** - Exactly how the experiment was set up and performed
- **Results** - What they found, possibly including data tables, diagrams, charts, etc.
- **Conclusions/Discussion** - What their findings mean, what improvements are possible, suggestions for further research
- **References/Work Cited**
Reading for Research

0 Reading the abstract and conclusion will generally give you a good idea of the author’s main points and conclusions and reveal if the article will be helpful to your research.

0 If so, then go back to the body of the article for further details.

0 Be sure to read enough to not take statements out of context, but feel free to focus on the most relevant portions.
Reading for Research

- Reading for research should be an active, analytical process.
- While reading, ask constant questions:
  - What is the author saying or arguing?
  - What biases or assumptions can you discern?
  - Are there issues being minimized or ignored?
  - How does the evidence hold up? What counter-evidence should be considered?
  - How do the author’s beliefs compare with other materials you’ve been reading?
Note-taking Tips

Taking notes will help you to remember what you read and be a resource when writing your paper

0 Jot down **main ideas**, evidence, and arguments, as well as **analysis** of the article

0 Note exactly what **source** you’re taking notes from, as well as any information you’ll need for your bibliography entry

0 Mark the **page numbers** used in the margins for your in-text citations later

0 Clearly indicate any **direct quotes**

0 Separate summary of the source from your own thoughts and observations so you’ll know what you need to cite
For More Information

0 To find additional resources about these or any other topics related to research and library use, don’t forget to visit the Student Services page on the Library website.

0 Go to [http://www.tourolib.org/services/students](http://www.tourolib.org/services/students)

0 Or, find it on the library homepage

And you can always ask a librarian!