Welcome to

KINESIOL 1K03

Foundations in Kinesiology

Unit 1: Research Methods – Search Engines & APA Referencing

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McMaster University

Department of Kinesiology

Learning Objectives

1. Exploring the various types of **search engines** appropriate for kinesiology research
2. Choosing the right **keywords and phrases** in your searches
3. Referencing using **APA formatting** & Understanding the importance of Referencing

Search Engines

McMaster Online Library

- The academic library system for the faculties of Humanities, Social Sciences, Engineering, Science, etc.
- A Multidisciplinary Database that covers millions of articles from over 17,000 scholarly journals and other sources
- ‘Omni’: Academic Search Tool – Omni searches for articles, books, journals, videos, and other resources at **Ontario University Libraries** (Algoma, Brock, Carleton, Guelph, Lakehead, Laurentian, McMaster, Nipissing, OCAD, Ontario Tech, Ottawa, Queen’s, Trent, Waterloo, Western, Wilfred Laurier, Windsor, and York)

Search Engines

Google Scholar

- A freely accessible web search engine that indexes scholarly literature across an array of disciplines
- Includes academic journals, books, conference papers, theses, preprints, abstracts, and patents

Search Engines

PubMed

- PubMed is a free resource supporting the **search and retrieval** of biomedical and life sciences literature
- Citations in PubMed primarily stem from the _____Medline Database_____, and related disciplines such as life sciences, behavioural sciences, chemical sciences and bioengineering

Search Engines

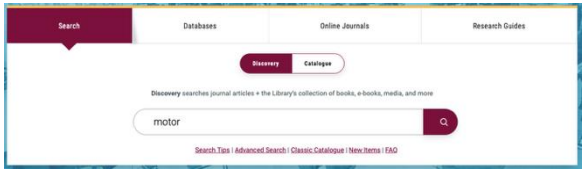
Ovid Medline

- Medline is the **National Library of Medicine's bibliographic database**/article index that contains over 27 million references to journal articles
- Coverage is from 1949 to present
- Covers basic biomedical research, clinical sciences, clinical medicine, public health, nursing, dentistry, veterinary medicine, pharmacy, allied health and pre-clinical sciences as well as life sciences (biology, environmental science, biophysics, chemistry, and plant/animal sciences)

Searching Concept

PubMed

McMaster Online Library



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“motor”

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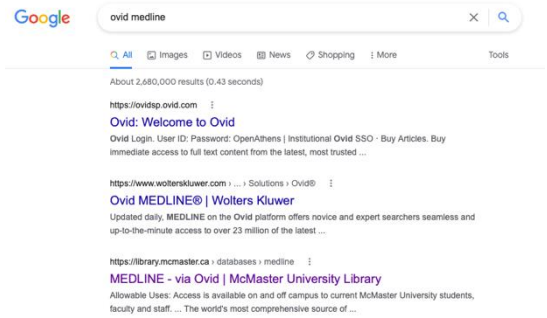
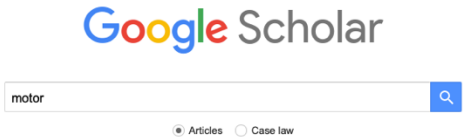
Ovid Medline



Google Scholar



**Keep your top results page open, and skim through the titles of the first few results that are coming up*

Understanding the databases we are using

PubMed & Ovid Medline

National Library of Medline – will have more health sciences tailored searches

Google Scholar & McMaster Online Library

By design have a vast display of journals to display

One is not better nor worse than the other, but understanding the difference of what these databases can provide us is important

Understanding the databases we are using

Basic Searches

- A **basic search** in any of these search engines will give us a very **broad scope** on what is available (especially with a one-word search like ‘motor’)
- String together key words _____ that aren’t too specific to where you are blocking out potential articles

Understanding the databases we are using

Basic Searches

Here's an example:

- You have an assignment on 'what elite gymnasts think about during a routine'
- You need to find articles on this topic
- **Working backwards** can help:

Understanding the databases we are using

Think about the types of articles you are visioning

- If your topic is _____addressing a gap_____, then by nature, there will be no ‘what elite gymnasts think about during a routine’ exact title of an article come up in your search results
- Doesn’t mean this area _____hasn't been researched_____
- You may need to string together a few articles (‘focus of attention in athletes’, ‘mental demands of elite gymnasts’, ‘qualitative assessments of routine sport mental demands’)

Understanding the databases we are using

Be open to a broader version of your research question

- Instead of always searching “gymnasts” try “athletes” or even other sports like “dance”
- Perhaps a part of your assignment is describing how gymnasts are **similar to or unique to** other sports

Try other language and synonyms

- **Rather than** “think about” try “focus of attention”

Understanding the databases we are using

If you find a relevant article:

- Go to their reference list!
- Comb through their **introduction** – a great map of what the history has been up until the author's experiment

Understanding the Importance of Referencing

Importance of Referencing

- References _____
  _____
- Provide a reliable way to **locate it**
- Used to **support** interpretations and conclusions
- **Ethical compliance** that you properly cited published work
- You are not claiming the words and ideas as your own **(plagiarism)**

Understanding the Importance of Referencing

Types of Referencing

APA (American Psychological Association)

- Psychology, Sciences, and Education

MLA (Modern Language Association)

- Arts & Humanities

Chicago

- Business, History

APA Guidelines (APA 7)

These Guidelines are for KIN 1K03 (Check with each course requirements)

1. **Typed, double-spaced**, 8.5” x 11” document with 1” margins
2. **Font:** 12-point Times New Roman or Arial are most common
3. **Title Page:** Title of the Assignment, Name, Student Number, Department of Kinesiology, McMaster University, Course Code, Course Name, Instructor Name, TA Name, Tutorial #, Date
    - Centered, upper half of the page
    - Title in **bold**
    - Title page also double-spaced

    All pages: Page Numbers (upper right corner)

    This course does not require headers

Written Assignment #4: Education Path Mapping

Physical Education Teacher

Students Name (Student Number)

Department of Kinesiology, McMaster University

Course Code, Course Name

Tutorial Number

Professor

TA Name

Date

(Not shown to scale, your font will always be 12 pt)

APA Guidelines (APA 7)

Reference List

- Your reference list should appear at the end of your paper
- Provides the information necessary for a reader to locate and retrieve any source you cite in the body of the paper
- Each source you site in the paper must appear both **in-text as a citation**, and in the **reference list** at the end of the paper

APA Guidelines (APA 7)

Reference List

- Your reference list should begin on a **new page** separate from your paper text
- Label this page ‘References’ in **bold**, centered at the top of the page (do not underline or use those quotation marks)
- All text in the reference list should also be **double-spaced** just like the rest of your paper

APA Guidelines (APA 7)

Reference List

- All lines after the first line of each entry in your reference list should be indented from the left margin (called a ___hanging indetation_____)
- All authors names will be inverted (Last names first)
- Authors' first and middle names (if applicable) written as initials (First Middle Last = **Last, F. M.)**
- Give the last name and initials for all authors up to and including the 20th author (this is a new rule, APA 6th ed. Only required the first 6 authors)
- **Separate by commas**, use an ampersand (&) before the last author
- If greater than 20 authors, use "…"
- _____reference list alphabetized_____ by the last name of the first author of each article

References

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, *volume number*(issue number), pages. https://doi.org/xx.xxx/yyy

Baniya, S., & Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. *Purdue Journal of Service-Learning and International Engagement*, *6*(1), 11–16. https://doi.org/10.5703/1288284316979

References

Baniya, S., & Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. *Purdue Journal of Service-Learning and International Engagement*, *6*(1), 11-16. https://doi.org/10.5703/1288284316979

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APA Guidelines (APA 7)

What to Reference?

- Any time you are _____referencing an idea_____ from another author, not even a direct quote (we discourage direct quotes) **you must reference this**

In-Text Citations

- Will only use Author's last name, and year (no initials)

APA Guidelines (APA 7)

Common Mistakes in Reference Pages

- Incorrect Author format (E.g., listing full first names instead of initials)
- Year in the wrong location- should come after authors
- Italicizing the wrong elements (journal name not article title)
- Using a URL instead of a DOI

Full PDF:

Computers in Human Behavior 86 (2018) 52–60

Contents lists available at ScienceDirect

Computers in Human Behavior

journal homepage: www.elsevier.com/locate/comphumbeh

Full length article

The effect of cellphones on attention and learning: The influences of time, distraction, and nomophobia

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ABSTRACT

Excessive cellphone use impacts attention and learning in classrooms. Given that attention declines over time, we investigated *when* during lecture cellphones might impair learning. Across two experiments, participants watched a 20-min lecture under different cellphone conditions (keep or remove). Groups who kept their cellphones received distracting text messages during the lecture. Participants were quizzed on the lecture. Quiz questions were divided into four segments depending on when the material was presented. Lastly, participants' nomophobia—the fear of being without access to one's cellphone—was assessed. Participants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those without cellphones. Distracted participants performed worse on the test for the same material than those who were not distracted. Participants higher in nomophobia, especially on subscales having to do with losing connectedness and giving up convenience, performed worse on the quiz for material that occurred in the 3rd quarter of the lecture. Findings indicate that having cellphones in a short lecture has its largest impact on attention and learning 10–15 min into the lecture. This study provides novel insights into the interactions between technology and learning to help educators and students optimize learning.

1. When cellphones disrupt attention and learning: the influences of time, distraction, and nomophobia

Although cellphones have been shown to produce a negative impact on students' learning, they continue to play a major role in the lives of American college students. According to the Pew Research Center, 72% of Americans and a global average of 43% of individuals report owning a cellphone (Poushter, 2016). Additionally, three quarters of Americans use the internet on the cellphone several times a day, averaging at least 5 h per day (Andrews, Ellis, Shaw, & Piwek, 2015; Smith, 2011, 2015). Moreover, young adults between the ages of 18–24 send or receive an average of 109 text messages per day (Smith, 2011). Although cellphones have other features such as voice call and web browsing, text messaging appears to be the most convenient method of communication among young adults. Such excessive cellphone use has brought researchers to focus on how this usage impacts learning and memory in classroom settings. While most research has focused on *how* memory and learning are impaired by the use or distraction of cellphones, this study focuses on *when* attention is most likely to be impaired by cellphone distractions. By understanding the interactions between technology and attention, educators and students can optimize learning.

List of abbreviations: DSM-V, Diagnostic and Statistical Manual of Mental Disorders; TED, technology, entertainment, design; NMP-Q, Nomophobia Questionnaire.

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https://doi.org/10.1016/j.chb.2018.04.027
0747-5632/

2. Attention and cellphones in the classroom

Attention is optimal when individuals are focused on one task at a time. However, with many competing sources vying for our attention, both inside and outside the classroom, multitasking has become the norm for most members of younger generations

In-Text Citations

Direct Quotes

- Try to minimize using these
- Most courses want to see that you understand and can synthesize the information

“Attention is optimal when individuals are focused on one task at a time” (Mendoza et al., 2018, p. 52).

In-Text Citations

End of Text-Citation

- **Most common**
- Reference given at the end of sentences
- Information is synthesized; not a direct quote

Research has shown that students have optimal attention when they focus on one task at a time (Mendoza et al., 2018).

In-Text Citations

In-Text Citation

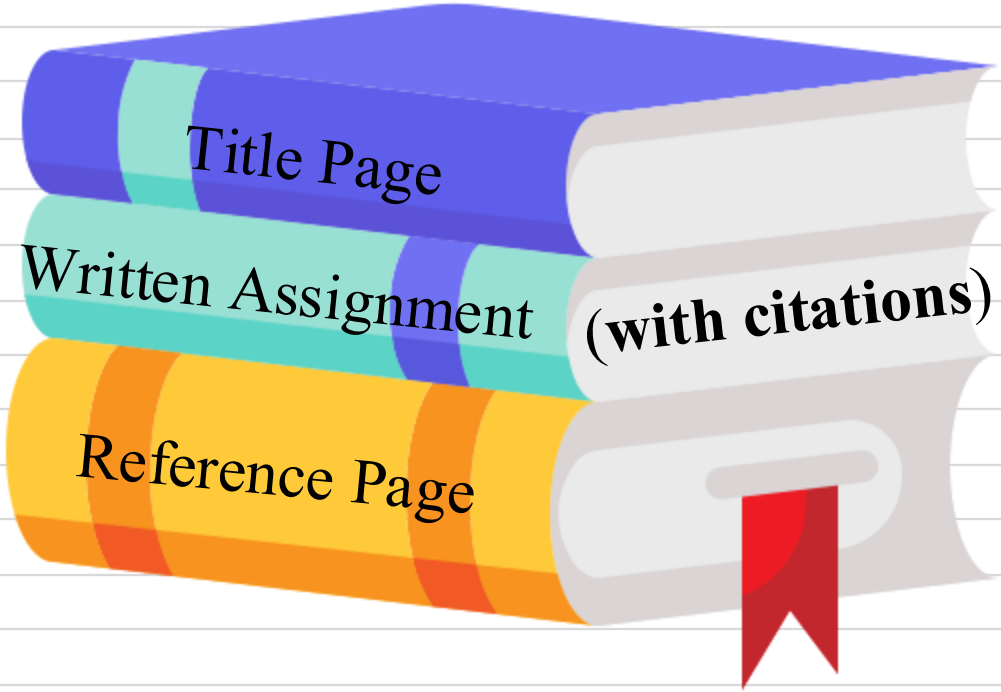
- Most challenging
- Language must flow with your sentance
- Also not a direct quote

Mendoza et al. (2018) describe how students have optimal attention when they focus on one task at a time.

Or

Mendoza and colleagues (2018) describe how students have optimal attention when they focus on one task at a time.

Assignment Sandwiches

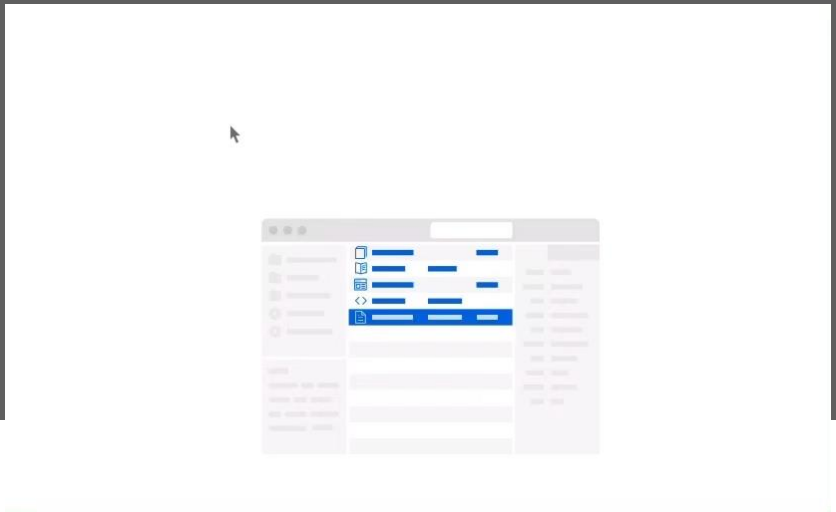


How to Store and Manage Your Articles

Invest some time and energy into **selecting a reference manager** to be used during your undergraduate and beyond

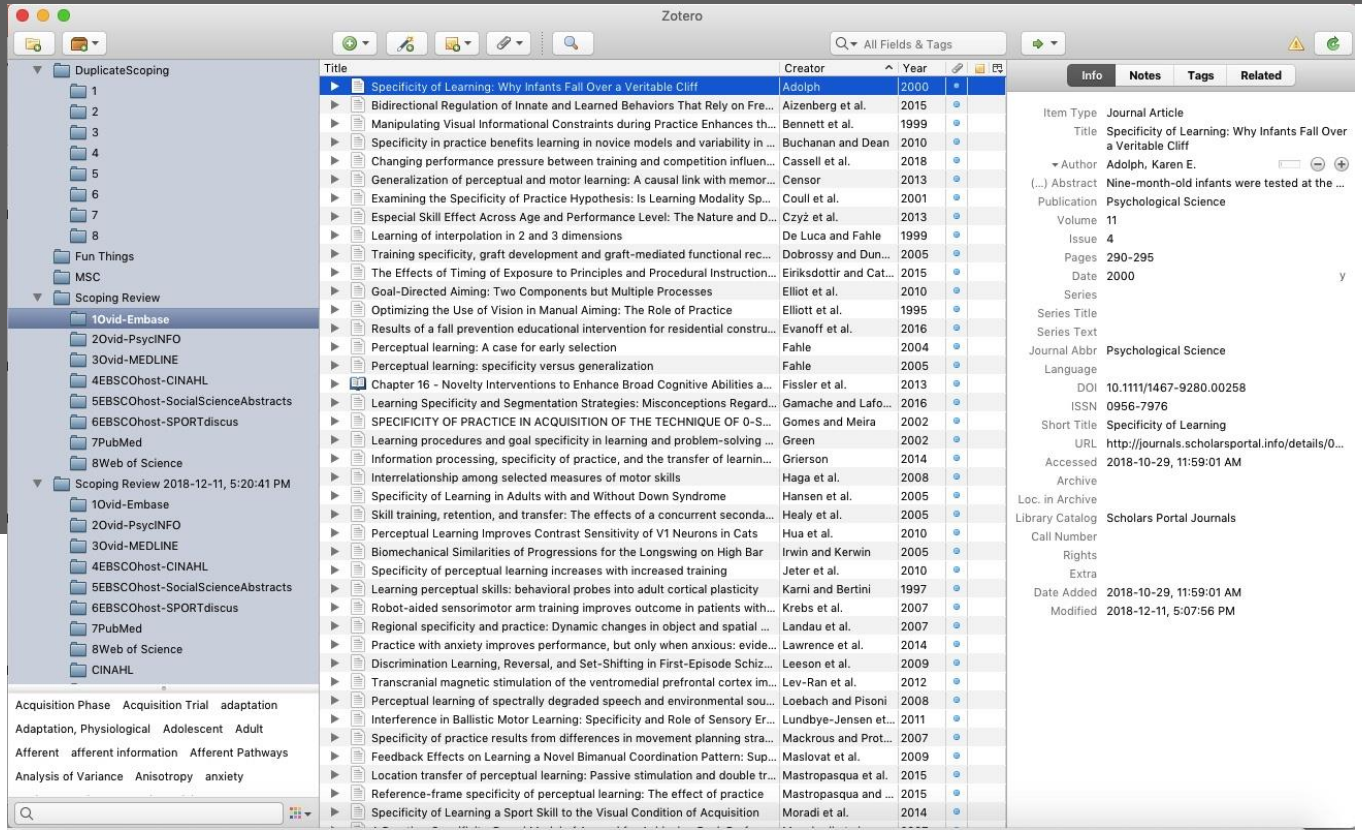
Reference Managers & Tools

About Zotero



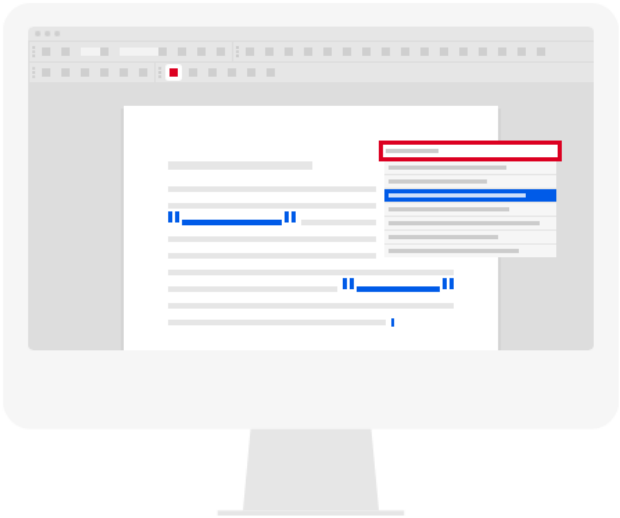
- After you find an article online, use the Zotero “Web Extension”
- Zotero will sense when you are around an article **PDF**, and allow you to **download & save it**

My Zotero



- Zotero automatically **exports the PDF**, and organizes by title, author, and year
- Use folders on the left to **organize** articles for different classes/assignments
- Keep old folders! Look back to find an old article
- **'Tags'** bottom left will show you all the articles you have saved in Zotero with that tag

About Zotero



The best part...

- Extension for _____
- When you click the extension and start typing the last name of the author you want to cite, it will come up for you
- Click the correct article that you want to cite
- Adds this reference **in-text** and to your **Reference Page** at the end of the document
- Note: While Reference Managers are a great tool, they aren't perfect. Always double-check your work and **proofread**! Correct referencing is your responsibility

About Purdue

- A great resource for all things writing, grammar, punctuation, and **APA Formatting**
- (Google: APA Citation Purdue OWL)
- On their website > APA Style (7th Edition)

September At-A-Glance

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 Welcome	5	6
7 Tutorial #1 Primary Sources	8 History of Kinesiology & Online Library	9	10	11 Research Methods – Search Engines & APA Referencing	12	13
14 Tutorial #2 APA Referencing	15 Research Methods - Qualitative vs. Quantitative	16	17	18 Research Methods – Interpreting Results	19 Q vs Q Assignment Instructions Released 11:59PM	20
21 Tutorial #3 Research Questions	22 Research Methods – Knowledge Translation	23	24	25 Intro to Pillars of Kinesiology	26	27
28 Tutorial #4 Intro to Group Presentations	29 Biomechanics 1	30				

Up Next:

See you Monday!

Monday's Lecture:

- Research Methods – Qualitative vs. Quantitative Designs





Have a great day!

Dr. Claire Tuckey
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