# Finding, checking and citing your sources

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# Overview

- Objective
  - By the end of this session, you should be able to build and present an evidence-based argument

- To do that, you need to be able to
  - Find the evidence
  - Assess the evidence
  - Construct an argument
  - Give credit where it's due

# Finding the evidence

- Say you had an inkling that musical training could help improve language skills…

Where would
you look?

# Finding the evidence

- The library

  - Great resource – make the most of it

  - Helpful for books, helpful for access it provides to electronic resource

  - Runs courses – worth the time investment

  - Take time to wander round before things get too busy

# Finding the evidence

- Online databases

  - Great resource! Most journals now in e-journal form – great "searchability"

  - Lots of overlap (PsycInfo, PubMed, Ovid, Web of Knowledge, Web of Science, JSTOR, …) Subject specific?

  - Pick well and search well (more on that later)

# Finding the evidence

- Google Scholar (?)

    - Great if know how to handle the consequences

    - Important to understand how to judge quality of research (more on this later)

    - Can be a great starting point (and an easy way to access articles)

# Finding the evidence

- Twitter , personal webpages and blogs

  - Again, all about handling the findings well

  - Self-promotion? Backed up with peer-reviewed articles?

  - Can be a great way of hearing about new stuff (follow @newscientist, @neurophilosophy, @psycmag, @naturenews, @bpsofficial, researchers in your area...)

# Finding the evidence

- Text books

  - The classic!

  - Great as introductory material and for understanding the basics (definitions, classic research, key concepts)

  - Gleitman, H., Reisberg, D.. & Gross, J. (2007) *Psychology (7$^{th}$ Ed.)*. New York : W. W. Norton & Co.

# Finding the evidence

- From the horse's mouth

    - Conferences

    - Research seminars

    - Special events (public engagement)

# Finding the evidence

- Contacting authors

  - Google them or go by email address listed on publication

  - Nice to receive emails from people interested in work

  - Email contact can lead to more papers than you dared ask for and point to papers you had no idea existed

# Finding the evidence

- "Manual" search

  - Look through reference list of article interested in

  - Look through list of author's publication (personal webpage)

  - Look through contents (and abstracts?) of special issues

# Finding the evidence

- Citation search

# Finding the evidence

- The key consideration: Is it peer-reviewed?
  - Wikipedia
  - Personal blogs (inc. personal "unpublished" pdfs)
  - Google searches

  - Peer-reviewed academic journals

  - Editor send article to other experts, they advise the editor on what needs amending before publication. Long process!

  - Journal of Articles in Support of the Null Hypothesis

# Finding the evidence



Illustration by Krieg Barrie

# Using an Online Database

- Search terms: music and language

(language* OR lexical* OR lexicon* OR linguistic* OR prosodic* OR prosody* OR semantic* OR sentence* OR speech OR spoken OR speak* OR speech OR syntactic* OR syntax OR verbal* OR word* OR write OR written OR writing*)

<span style="color:yellow">AND</span>

(melodi* OR melody OR music* OR rhythm* OR song* or tempo OR tonalit*)

<span style="color:yellow">NOT</span>

(cultur* OR africa* OR identity OR social OR popular OR ethnic* OR adolescent* OR national* OR media OR curriculum OR hip hop OR american* OR health OR nurs*)

# Using an Online Database

- A few technicalities
  - Truncation: Musicians, musical, music? → Music*
  - Spelling: Behavio(u)r → behavio?r
  - AND, OR, NOT

- Initial idea → initial search terms (music AND language)
- Look at outcome → relevant and irrelevant articles
- Refine search terms → OR, NOT
- ZETOC alerts

# Using an Online Database

- Practically speaking

| cultur* 17 | Ethnic* 6 | curriculum 5 |
|---|---|---|
| Africa* 10 | adolescent* 6 | hip hop 5 |
| identity 7 | reading 5 | American* 4 |
| social 6 | national* 5 | health 4 |
| popular 6 | media 5 | |

Excluded "high-frequency" terms when they overlapped.

*In addition to terms "music" and "language" (suggested from list of keywords found in relevant papers, added)*

| **Language** | speech | **Music** |
|---|---|---|
| language* | spoken | melodi* |
| lexical* | syntactic* | melody |
| lexicon* | syntax | music* |
| Linguistic* | tone* | rhythm |
| Prosodic* | verbal* | sing* |
| Prosody | vocab | song |
| Read | word* | tempo |
| Reading | write | tonalit* |
| Semantic* | written | tone* |
| Sentence* | writing* | |
| Speak* | | |

# Using an Online Database

- Give it a go…
  - A topic

  - Some search terms (ANDs and NOTs, truncations)

  - Try them out in 10 minutes

# Finding the evidence

- Library courses

# Critical reading

- Remember last week…?

# Critical reading

- The journal
  - Impact factor?
    - Definition: (number of citations received by articles published in 2009 and 2010 in 2011) / (total number of citable articles) → a proxy for how influential the journal's publications are
    - Finding out: Google!
      - Nature Neuroscience: 14.191
      - Journal of Cognitive Neuroscience: 5.357
      - Music Perception: 1.675

  - Specific to the field?

# Critical reading

- The author
  - Well known in field?
  - Other publications?
  - Area of expertise?

- The article
  - Citation search
  - Common sense
  - Credibility of bases on which builds argument

# Critical reading

- Anything seem odd?

- "Yes but" and "so what"?

- Anything you'd do differently?

- <u>Can you back up your ideas</u>?

# Building a new argument

- Initial thoughts on something that could be improved
  - Example: Schmithorst (2005) *Neuroimage*

  - Looked at brain activation patterns (fMRI) while participants listened to random tones, melodies, or harmonised melodies of famous songs (O Little Town of Bethlehem, Star-spangled banner...)
  - Found melody processing activates areas associated with language processing

# Building a new argument

- Initial thoughts on something that could be improved
  - Example: Schmithorst (2005) *Neuroimage*

  - Question: does thinking of language (without hearing it) activate language areas?

  - Question: does hearing a melody make us think of its lyrics?

  - Was it really the music activating the language areas?

# Building a new argument

- Initial thoughts on something that could be improved
  - Example: Schmithorst (2005) *Neuroimage*

  - Check the literature for effects of thinking of language
  - Check the literature for extent to which music and language are linked in memory of songs

  - Design experiment: melodies which don't have lyrics and melodies which do → compare brain activations

  - Can we ever get rid of language activations?

# Building a new argument

- Exercise
  - A study by McLellan (2011) in *Journal of Research in Music Education*

  - Discuss in groups how would build on it, what you'd like to test, and what evidence you'd look for to develop your argument

  - What Web of Knowledge searches would you do?

# Building a new argument

- The purpose of this study was to explore personality type differences among high school band, string orchestra, and choir students according to ensemble membership. Participants (N = 355) were high school students who had participated in their school's band, orchestra, or choir for I year or more. The author administered the Myers-Briggs Type Indicator (MBTI) to determine the personality type for Each participant. Personality types were compared among the three ensembles as well as with published MBTI high school norms. Results indicated that personality type differences existed among the ensembles and that there were significant differences in the comparisons with MBTI norms. A significant personality type difference was found between orchestra and choir students along the Extraversion-Introversion dichotomy, indicating that choir students were more likely to be Extraverted when compared to orchestra students. There were no significant differences among the ensembles on the Sensing-Intuition, Thinking-Feeling, or Judging-Perceiving scales. Compared to high school norms, the students in each ensemble were significantly more likely to be Intuitive and Feeling. The band students were significantly more likely to be Perceiving, and the choir students were significantly more likely to be Extraverted.

# Giving credit where it's due

- Plagiarism



Plagiarism is defined as presenting someone else's work as your own. Work means any intellectual output, and typically includes text, data, images, sound or performance (Office of Academic Appeals & Regulations, 2005)

# Giving credit where it's due

- A few things to consider
  - Plagiarism committed by accident is still considered an offense

  - It can occur in any type of work (composition, practical report, essay…)

  - It's not just about stealing: permission from the author doesn't mean it's not plagiarism

# Giving credit where it's due

- Best ways to avoid it
  - Don't copy
  - If you're using a substantial amount of text, put in quotes
  - Reference ideas clearly
  - If in doubt, reference it – if it's from a lecture, ask the lecturer for the original reference
  - If you're not sure, ask!

# Giving credit where it's due

- Referencing style: APA

- In text:
  - Blah blah blah (Authors, Date) blah blah blah
  - Authors (Date) found that blah blah blah
  - The authors stated "blah blah blah" (Authors, Date, p. xx)

- At the end:
  - Full list of references in alphabetical order

# Giving credit where it's due

- Within the text
  - Up to 2 authors
    - Always include both names: (Overy & Featherstone, 2011) or Overy and Featherstone (2011)
  - 3, 4, and 5 authors
    - Only cite all the names of authors the first time
    - Tinky-winky, Dipsy, Laa-laa & Po (2000)
    - Next time round, just the first author + et al.
    - Tinky-winky et al. (2000)
  - 6 or more
    - Always just the first author
    - Bashful et al. (1937)

# Giving credit where it's due

- In the list of references

- Journal article
  - Authors (Date). Article title, *Journal title*, *Volume number* (issue number), pages

  - Featherstone, C. R., & Sturt, P. (2010). Because *there* was a cause for concern, *Quarterly Journal of Experimental Psychology, 63* (1), 3-15.

# Giving credit where it's due

- Books
  - Authors (year). *Title of work*. Location: Publisher.
  - Meyer, L. B. (1956) *Emotion and Meaning in Music*. Chicago: University of Chicago Press

- Article within a book (collection of articles)
  - Author, A. A., & Author, B. B. (year). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of book* (pp. xxx-xxx). Location: Publisher.

- If in doubt, look up the APA referencing guide and read lots of psychology papers.

# Any questions?

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- Next week: The brain…