بِسْمِ اللَّهِ الرَّحْمَـٰنِ الرَّحِيمِ

پروژه لاتک

۱۹ آذر ۱۳۹۹

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استاد : جناب آقای دکتر سید علی رضوی ابراهیمی

سه صفحه ازکتاب : E-search Methodes Strategies

Authority

Finally, e-researchers must be able to authenticate the authority and thus attest to the reliability of the information that they review in their research reports. The capacity for easy publication of both valid and invalid information on the Net compels e-researchers to acquire a new set ofcritical evaluation skills. This topic is covered in • depth in the next section

EVALUATING AND AUTHENTICATING NET-BASED INFORMATION

Either peer or editorial review authenticates much of the formal information that researchers use to build their literature review. The Net does not negate these valuable sources of authentication. Indeed, as noted earlier, the convenience and accessibility of the Net promises to improve both the speed and quality of the review process. How • ever, the Net also provides opportunity for authors to directly publish their workand bypass any formof review. Of course, anyone can publish almost anything on the Net, resulting in what December (I94) refers to as an increasing amount of information that is a "thin soup of redundant, poor quality or incorrect information. A flood of information unfiltered by the critical and noise-

reducing influences of collaboration and peer review can overwhelm users and obscure the value of the Web itself." Sifting through the mass of advertising material, vanity publications, and gray writings to find credible and high-quality literature is an onerous task (Harris, 1997; Smith, 1997; Till • man, 2000)-albeit, it is becoming easier to find credible and peer-reviewed publica • tions as articles from many scholarly journals are being published online. But even within the morass of non-peer-reviewed networkeddata are valuable nuggets of infor • mation. To guarantee the reliability and credibility of this information, specific crite • ria should be applied in evaluating the publications found. Hallmarks of what is consistently considered to be valuable, credible, and high-quality information that can be used when evaluating publications found on the Net are clustered into the cate • gories of authority, accuracy, bias and objectivity, and coverage. Of course, determin • ing what is valuable, credible, high-quality information is a slippery subject–what may be noteworthy in one field ofstudy may be unworthy in another.

Authority

Although authority is not synonymous with truthfulness (if it were we would have had no reformations, revolutions, or paradigm shifts), a reference linked to an institution or writings of known authority serve as useful clues that the information is likely to be reliable and accurate. The authority can be deduced from indicators in the Web page. These include the host computer, which is the URL listed under the domain name of an established authority or institution such as a known university, government, or pub • lic agency. Other indicators include prominent links to the homepage of the corre • sponding organization, and whether you can follow these links. When you read further information about the organization, you feel confident that the Web site author is a credible source. For example, are the authors' names, email addresses, and telephone numbers provided in the page so that you can seek further information about the con • tent? Are there links to the homepages of the authors so that you can check on their career path? Can you check for any peer-reviewed publications of the authors? Are there links within the document to other sites or information that you can check for sources of authority? Accuracv

Accuracy is difficult to attest, especially ifall relevant information is not provided. In our careens as academics, we regularly review materials submitted for publication. In the review process, we are allowed to request additional information (such as background or confirming evidence) before

acceptingan article for publication. If the Net-based infor • mation is a component of a peer-reviewed e-journal, then you have some guarantee that experts in the field have reviewed the data collection process, methodology, theoretical underpinning, and analysis techniques, and thus, the probability of curacy of results is enhanced. However, if the information has not been peer-reviewed, then e • researchers are forced to undertake this evaluation themselves. After reviewing the research processes described in this text, you should have some sens of the issues involved in chairing accuracy ofyour own work; these same criteria can be used to eval • uate the presentations of the work of others. Although no guarantee, one way to asses accuracy is to look for the referencing ofother known works in the text. Such referenc • ing indicates that the author has read the works of other researchers in the field and thus has been exposed to the isues and the accepted methodologies in the field of inquiry.

'The assessment of acuracy requires the skills of critical thinking coupled with a strong dose of common sense. If you find valuable information at a site, dig deeply within the site and associated links; often you may find further work that has been reviewed by the authors or other indicators of authority that will helpyou make a val • uation of the information's accuracy.

Bias and Objectivity

Our postmodern colleagues convince us that no information is unbiased. However, quality Net information is clear about the source of any funding, organizational bias, or political or moral agenda. If such disclosure is not apparent, and especially if the topic has commercial, political, or religious implications, e-researchers must be vigilant to insure they are not being purposely misinformed or being provided with biased information. Clues to a biased perspective include overly strident language, links to sites with a known bias, absence of links or arguments from opposing viewpoints, and the absence of any linkage to unbiased authority references

COVERAGE

As noted earlier, the rapidly expanding nature of networked resources makes it very difficult to determine when the e-researcher has exhaustively reviewed all relevant materials. The impossibility of covering everything produces a tendency for reference sites to tightly restrict the scope of knowledge that they attempt to explicate. Thus, the e-researcher is forced to review and examine resources on an ever-enlarging set of so • called boutique sites that are narrowly focused on a particular subset of information, or conversely to search through very broad (and often shallow) overview reference sites. Our only advice to ameliorate this problem is to use the

search engines regularly and effectively, taking special care to review the most timely sites.

Additional Resources

There are many Net resources (mostly created by dedicated librarians) offering advice, checklists, and methods for asserting the authority, accuracy, and veracity of WWW • based resources. A list of a few of these resources is available at World Wide Web Vir • tual Library at http://www.vuw.ac.nz/ ag-smith/evaln/evaln.htm

FINDING SOURCES OF INFORMATION FOR THE LITERATURE REVIEW

The e-researcher uses the traditional sources of relevant literature including library • based books, journals, printed conference presentations, and the popular press. In addition, the e-researcher uses the growing body of literature that is available online. These sources can be divided into two groups, formal sources that are usually peer or professionally reviewed and informal resources that are gathered through discussion groups, conference presentations, and private correspondence. Fonnal Online Resources

The skilled e-researcher uses a variety of search engines and searching techniques to scour the Internet for relevant materials. Often such searches begin with keyword searches in popular general-purpose search engines (such as Google.com) or scrolling down a hierarchical subject listing of sites (such as Yahoo!). The techniques for search • ing that are detailed in Chapter 2 will be useful in finding relevant information. Online literature searches often progress to the searching of specific databases or Web indexes that focus on a particular field of study or topic. These so-called boutique search engines exclude references to unrelated topics. For example, an index that excludes all references to non-academic topics such as sports, gambling, television, and sex will eliminate large numbers of sites of little or no interest to an e-researcher. Examples of these specialized search engines include Pro-Fusion (http://beta.profusion.com/), which provides vertical searches on ten different subject areas includ • ing arts and humanities; All Academic (http://www.allacademic.com/), which provides free searching and displays the full text of academic journal articles and book chapters; and an even more focused service, Education-line (http://www.leeds.ac.uk/educol/),