

Scholarly Journal Articles & Research

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Scholarly Articles

1. What are scholarly articles?
2. Why do we use scholarly articles?
3. What is the purpose of research?

Scholarly articles in the research process



Figure 1. Academic Journal (Psi Chi, 2016)

Scholarly article (peer-reviewed):
articles that are “written by scholars or professionals who are experts in their fields...they often publish research results” (Engle, 2020).

Peer Review in 3 minutes



Figure 2. NC State University Libraries video (Burke et al., 2014)

Academic Knowledge Process

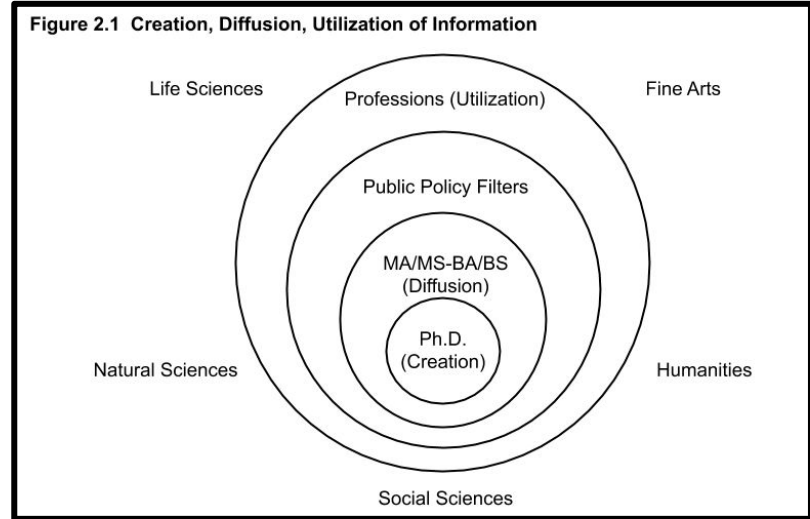


Figure 3. Knowledge process (Greer, Grover, & Fowler, 2013, p. 27)

Identifying the parts of a scholarly article

Academic Libraries on Social Media: Finding the Students and the Information They Want

Heather Howard,
Sarah Huber, Lisa Carter,
and Elizabeth Moore

Librarians from Purdue University wanted to determine which social media platforms students use, which platforms they would like the library to use, and what content they would like to see from the library on each of these platforms. We conducted a survey at four of the nine campus libraries to determine student social media habits and preferences. Results show that students currently use Facebook, YouTube, and Snapchat more than other social media types; however, students responded that they would like to see the library on Facebook, Instagram, and Twitter. Students wanted nearly all types of content from the libraries on Facebook, Twitter, and Instagram, but they did not want to receive business news or content related to library resources on Snapchat. YouTube was seen as a resource for library service information. We intend to use this information to develop improved communication channels, a clear social media presence, and a cohesive message from all campus libraries.

INTRODUCTION

In his book *Tell Everyone: Why We Share and Why It Matters*, Alfred Hermida states, "People are not hooked on YouTube, Twitter or Facebook but on each other. Tools and services come and go; what is constant is our human urge to share."¹ Libraries are places of connection, where people connect with information, technologies, ideas, and each other. As such, libraries look for ways to increase this connection through communication. Social media is a key component of how students communicate with classmates, families, friends, and other external entities. It is essential for libraries to communicate with students regarding services, collections, events, library logistics, and more.

Purdue University is a large, land-grant university located in West Lafayette, Indiana, with an enrollment of more than forty thousand. The Purdue Libraries consist of nine libraries, presented collectively on the social media platforms Facebook and Twitter since 2009 and YouTube since 2012. Going forward, the Purdue Libraries want to ensure it establishes a cohesive message and brand that is communicated to students on platforms they use and on which they will engage with it. The purpose of this study was to determine which social media platforms the students are currently using, which platforms they would like the library to use, and what content they would like to see from the libraries on each of these platforms.

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they were either "very interested" or "somewhat interested," respectively, in every category relating to library resources presented in the survey, but "interesting/fun websites and memes" received the least interest from participants.¹⁴

The literature shows an increase in students being receptive to academic libraries on social media. Results vary campus to campus and students are leery of libraries reaching out to them via social media, but they have an increasingly positive view about content posted that will help them with the library.

RESEARCH QUESTIONS

The aim of this project was to investigate the social media behaviors of Purdue University students as they relate to the libraries, and to develop evidence-based practices for managing the library's social media accounts. The project focused on three research questions:

1. What social media platforms are students using?
2. What social media platforms do students want the library to use?
3. What kind of content do students want from the library on each of these platforms?

METHODS

We created the survey using the web-based Qualtrics survey software. It was distributed in electronic form only, and it was promoted to potential respondents via table tents in the libraries, bookmarks at the library desk, Facebook posts, and in-classroom promotion. Potential respondents were advised that the survey was anonymous and voluntary.

The survey consisted of closed questions, though many questions contained an open-ended field for answers that did not fall into the provided choices. Inspiration for some of the options in our survey questions came from the Hammersly Library study, as we felt they did a good job capturing information about the social media usage of their patrons.¹¹ Our survey asked what social media platforms students use, what they use them for, how often they visit the library, how likely they are to follow the library on social media, which platforms they want the library to have, and what content they would like from the library on each of those platforms. The social media platforms included were Facebook, Flickr, G+, Instagram, LinkedIn, Pinterest, Quora, Renren, Snapchat, Tumblr, Twitter, YouTube, and Yik Yak.¹² There were also open-ended spaces where participants could write in additional platforms. The survey originally ran for three weeks in only the business library early in the spring 2017 semester, as its intended purpose was to inform how the business library would manage social media. After that survey was completed, we decided to replicate the survey in three additional libraries (humanities, social science, and education; engineering; and the main undergraduate libraries). This was done to expand the dataset and reach additional students in a variety of disciplines. These libraries were chosen because they were the libraries in which the authors work, with the hope to expand to additional libraries in the future. The second survey also lasted for three weeks, starting in mid-April of the spring 2017 semester. As a participation incentive, students who completed the initial survey and the second survey had an opportunity to enter a drawing for a \$25 Visa gift card.



Table 3. Library social media content by platform

Content Type	Facebook (n=107)	G+ (n=77)	Instagram (n=79)	LinkedIn (n=23)	Pinterest (n=10)	Snapchat (n=44)	Tumblr (n=5)	Twitter (n=33)	YouTube (n=77)
Library's logistics (hours, contacts, etc.)	73 (68.52%)	2 (2.60%)	34 (43.04%)	7 (30.43%)	4 (40%)	22 (50.00%)	2 (40%)	42 (88.75%)	8 (10.40%)
Research techniques & tips	53 (49.53%)	1 (1.29%)	28 (35.44%)	3 (13.04%)	3 (30%)	15 (34.09%)	3 (60%)	27 (56.25%)	20 (26.10%)
How to use library resources & services	53 (49.53%)	1 (1.29%)	28 (35.44%)	3 (13.04%)	3 (30%)	15 (34.09%)	3 (60%)	25 (52.08%)	15 (19.48%)
Library resource info (databases, instructional topics, journal availability, etc.)	53 (49.53%)	1 (1.29%)	32 (40.51%)	8 (34.78%)	5 (50%)	9 (20.45%)	2 (40%)	13 (27.27%)	16 (20.77%)
Business news	33 (30.84%)	2 (2.60%)	18 (22.78%)	13 (56.52%)	3 (30%)	8 (18.18%)	3 (60%)	17 (35.45%)	7 (9.10%)
Library's news (if the library were an entity)	49 (45.79%)	1 (1.29%)	32 (40.51%)	12 (52.17%)	3 (30%)	15 (34.09%)	3 (60%)	24 (50.00%)	7 (9.10%)
Campus media info/events	73 (68.52%)	1 (1.29%)	32 (40.51%)	3 (13.04%)	3 (30%)	26 (59.09%)	3 (60%)	20 (41.67%)	13 (16.88%)
Interesting/fun memes	48 (45.14%)	0	16 (20.26%)	2 (8.70%)	0	10 (22.73%)	3 (60%)	28 (58.82%)	12 (15.59%)
Other	10 (9.35%)	0	2 (2.53%)	0	1 (10%)	2 (4.55%)	0	1 (2.08%)	1 (1.29%)

DISCUSSION

Historically, libraries have used social media as a marketing tool.¹³ With social media's ever-increasing popularity with young adults, academic libraries have actively established a presence on several platforms.¹⁴ Our survey shows that our students follow this trend, using social media regularly and for a variety of activities. We were surprised that Facebook turned out to be the

Figures 4,5,7. Sample scholarly article (Howard, Huber, Carter, & Moore, 2014)

Heading

Abstract

Introduction

Brief summary of the article's content.
(written by the author)

W

Identifies the purpose of the paper and where it fits into the literature.

Includes information about the article: Title, Author(s), Journal, etc.

Adapted from: North Carolina (NC) State University Libraries. (2009). Anatomy of a scholarly article [Webpage interactive]. <https://www.lib.ncsu.edu/tutorials/scholarly-articles/> and from: The University of Texas at San Antonio (UTSA) Libraries. (2013). Key concepts: Article analysis [Video]. http://www.utsa.edu/tlc/Learning_Technology/article_analysis_lm/index.html

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Figure 4. Sample scholarly article (Howard et al., 2014)

Methods

Results

Outcomes, what was learned and answers to the research questions.

Means used to conduct the research study.

Adapted from: North Carolina (NC) State University Libraries. (2009). Anatomy of a scholarly article [Webpage interactive]. <https://www.lib.ncsu.edu/tutorials/scholarly-articles/> and from: The University of Texas at San Antonio (UTSA) Libraries. (2013). Key concepts: Article analysis [Video]. http://www.utsa.edu/tlc/Learning_Technology/article_analysis_lm/index.html

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METHODS

We created the survey using the web-based Qualtrics survey software. It was distributed in electronic form only, and it was promoted to potential respondents via table tents in the libraries, bookmarks at the library desk, Facebook posts, and in-classroom promotion. Potential respondents were advised that the survey was anonymous and voluntary.

RESULTS

Survey

The survey was completed by 128 students. An additional 13 students began the survey but did not complete it; we removed their results from the analysis. The breakdown of respondents was 10 percent freshman ($n = 13$), 22 percent sophomore ($n = 28$), 27 percent junior ($n = 35$), 20 percent senior ($n = 25$), and 21 percent graduate or professional ($n = 27$).

Library Usage

The students were asked how frequently they visit the library to determine if the survey was reaching a population of regular or infrequent library visitors. The results showed that the students who completed the survey were primarily frequent library users, with 93 percent ($n = 119$) visiting once a week or more.

Social Media Platforms

The students were asked to identify which social media platforms they used and how frequently they used them. The most popular social media platforms were determined by combining the number of students who said they used them daily or weekly. The top five were Facebook ($n = 114$, 88 percent), YouTube ($n = 102$, 79 percent), Snapchat ($n = 90$, 70 percent), Instagram ($n = 85$, 66 percent), and Twitter ($n = 41$, 32 percent). Full results are in table 1.

Table 1. Usage frequency by platform

Social Media Platform	Daily	Weekly	Monthly	< Once per Month	Never
Facebook	94 (72.67%)	20 (15.50%)	5 (3.88%)	5 (3.88%)	4 (3.10%)
Flickr	0 (0.00%)	1 (0.78%)	2 (1.55%)	8 (6.20%)	117 (90.70%)
G+	3 (2.33%)	6 (4.65%)	4 (3.10%)	16 (12.40%)	99 (76.74%)
Instagram	68 (52.71%)	17 (13.18%)	5 (3.88%)	11 (8.53%)	27 (20.93%)

Figures 5.6. Sample scholarly article (Howard et al., 2014)

Discussion

Conclusion

References

List of sources used
while researching.

Explains the meaning
of the results and
their significance.

DISCUSSION

Historically, libraries have used social media as a marketing tool.¹³ With social media's ever-increasing popularity with young adults, academic libraries have actively established a presence on several platforms.¹⁴ Our survey shows that our students follow this trend, using social media regularly and for a variety of activities. We were surprised that Facebook turned out to be the

most widely used by our students, as much has been written in the last few years about teens and young adults leaving the platform.¹⁵ A November 2016 survey, however, found that 65 percent of teens said they used Facebook daily, a large increase from 59 percent in November 2014. Though Snapchat and Instagram preferred, teens continue to use Facebook for its utility in scheduling events or keeping in touch regarding homework.¹⁶ Students do seem receptive to following the library on different platforms and report wanting primarily library-related content from us, including more in-depth content such as research techniques and database instruction.

CONCLUSION

This study improved our understanding of the social media usage and preferences of Purdue students. From these results, we intend to develop better communication channels, a clear social media presence, and a more cohesive message across the Purdue libraries. Under the direction of our new director of strategic communication, a social media committee was formed with representatives from each of the libraries to contribute content for social media. The committee will consider expanding the Purdue Libraries' social media presence to communication channels where students have said they are and would like us to be. As social media usage is ever-changing, we recommend repeated surveys such as this to better understand where on social media students want to see their libraries and what information they want to receive from them.

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REFERENCES

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- ³ Stephanie [unclear] Commissioned for the ACRL's 75th Anniversary (Chicago: Association of College and Research Libraries, 2015).
- ⁴ Amanda Harrison et al., "Social Media Use in Academic Libraries: A Phenomenological Study," *Journal of Academic Librarianship* 43, no. 3 (May 1, 2017): 248-56.

Adapted from: North Carolina (NC) State University Libraries. (2009). Anatomy of a scholarly article [Webpage interactive]. <https://www.lib.ncsu.edu/tutorials/scholarly-articles/> and from: The University of Texas at San Antonio (UTSA) Libraries. (2013). Key concepts: Article analysis [Video]. http://www.utsa.edu/tlc/Learning_Technology/article_analysis_1m/index.html

Figures 7,8,9. Sample scholarly article (Howard et al., 2014)

Identifying the parts of a scholarly article.

Article #1: “Academic Libraries on Social Media”

https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1203&context=lib_fsdocs

(Howard, Huber, Carter, & Moore, 2014).

Article #2: “Intake of Caffeine...by College Students”

<https://doi.org/10.1016/j.clnu.2018.04.004>

(Mahoney, Marriott, Judelson, Glickman, Geiselman, & Lieberman, 2019).

Identifying the parts of a scholarly article.

Heading

Methods

Discussion

Abstract

Results

Conclusion

Introduction

References

ANSWER KEY #1

Heading

Abstract

Introduction

Academic Literacies in Social Studies Finding the Students and the Information They Want

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Figure 4

Methods

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Figure 5

Results

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Figure 6

Discussion

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Figure 7

Conclusion

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Figure 8

References

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Figure 9

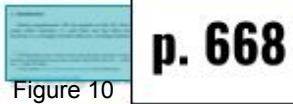
Figures 4,5,6,7,8,9.
Sample scholarly article
(Howard et al., 2014)

ANSWER KEY #2

Heading

Abstract

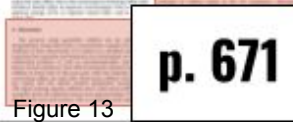
Introduction



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Figure 10

Discussion



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Figure 13

Methods



Figure 11

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Results



Figure 12

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Conclusion

References

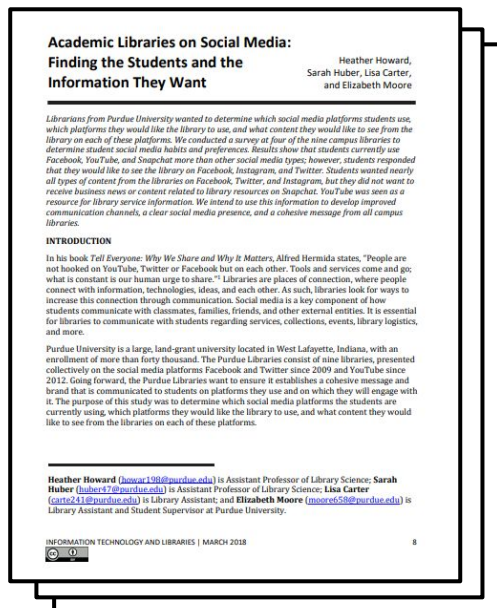


Figure 14

p. 674

Figures 10,11,12,13,14
Sample scholarly article
(Mahoney et al., 2014)

Finding information within scholarly articles



How should you read
a scholarly article?

Figures 4. Sample scholarly article (Howard et al., 2014)

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SUCCESS!

“Why we read scholarly articles” by New Literacies Alliance:

- “To stay updated”
- “To finish an assignment”
- “To know about causes of events”
- “To find solutions”
- “To generate research ideas”
- “To understand topic fundamentals”

(New Literacies Alliance, 2018).

More Practice

Anatomy of a Scholarly Article

Elements of a Research Article

Scholarly or Not?

Reading Scientific Research

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