NATS 1700 Information Literacy Skills #3
Searching Strategies & Using Zotero to Manage Citations

https://researchguides.library.yorku.ca/nats1700

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Objectives

• Searching strategies
  – Identify main concepts & determine key words
  – Use standard search operators (AND, OR, NOT)
  – Cite reference searching

• Using Zotero
  – Track and organize sources
  – Generate citations and bibliographies
Prepare to Search: Identify Main Concepts

• Start from research topics and questions: relationships among two or more concepts
• Avoid concepts that are too general
Prepare to Search: Example of Concepts

Research question: “Choose one aboriginal group and discuss its challenges in asserting control over ancestral land.”

Possible concepts:
• aboriginals
• control
• ancestral land

Less Useful Choice:
• challenges (too general, applies to many different topics)
Prepare to Search: Determine Keywords

Research question: “Choose one aboriginal group and discuss its challenges in asserting control over ancestral land.”

<table>
<thead>
<tr>
<th>Concept #1</th>
<th>Concept #2</th>
<th>Concept #3</th>
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</thead>
<tbody>
<tr>
<td>aboriginals</td>
<td>control</td>
<td>Ancestral land</td>
</tr>
<tr>
<td><strong>Keywords</strong></td>
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<td>aboriginals</td>
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<td>Ancestral land</td>
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<td>First Nations</td>
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<td>indigenous peoples</td>
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<td>Cree</td>
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<td>autonomy</td>
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<td>ancestral land</td>
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<td>sovereignty</td>
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<td>self-determination</td>
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<td>territory</td>
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<td>empowerment</td>
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</table>
Conducting Search: Operators: AND, OR, NOT

AND

OR

AND

OR, AND, NOT
Searching Example using Web of Science

<table>
<thead>
<tr>
<th>Results</th>
<th>Search Query</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>TOPIC: (aboriginal) AND TOPIC: (autonomy) AND TOPIC: (ancestral land or land or territory)</td>
</tr>
<tr>
<td>4</td>
<td>TOPIC: (aboriginal) AND TOPIC: (autonomy) AND TOPIC: (ancestral land)</td>
</tr>
</tbody>
</table>
Healthy country: Healthy people? Exploring the health benefits of indigenous natural resource management

By: Burgess, CP (Burgess, CP); Johnston, FH (Johnston, FH); Bowman, DMJS (Bowman, DMJS); Whitehead, PJ (Whitehead, PJ)

AUSTRALIAN AND NEW ZEALAND JOURNAL OF PUBLIC HEALTH
Volume: 29 Issue: 2 Pages: 117-122
DOI: 10.1111/j.1467-842X.2005.tb00060.x
Published: APR 2005
Document Type: Editorial Material

Abstract

Objective: Decades of health-related research have produced a large body of knowledge describing alarming rates of morbidity, mortality and social/cultural disruption among Indigenous Australians, but have failed to deliver sustainable interventions to arrest the deepening spiral of ill-health. This paper explores the potential of Indigenous natural resource management (NRM) activities to promote and preserve Indigenous health in remote areas of northern Australia.

Method: A literature review of the health, social science and ecology peer-reviewed journals and secondary literature.

Conclusions and Implications: Effective interventions in Indigenous health will require trans-disciplinary, holistic approaches that explicitly incorporate Indigenous health beliefs and engage with the social and cultural drivers of health. Aboriginal peoples maintain a strong belief that continued association with and caring for ancestral lands is a key determinant of health. Individual engagement with ‘country’ provides opportunities for physical activity and improved diet as well as boosting individual autonomy and self-esteem. Internationally, such culturally congruent health promotion activities have been successful in programs targeting substance abuse and chronic diseases. NRM is fundamental to the maintenance of biodiversity of northern Australia. Increased support for Indigenous involvement in land and sea NRM programs would also deliver concrete social benefits for communities including opportunities for sustainable and culturally apt regional employment, applied education and economic development. NRM may also reinvigorate societal/cultural constructs, increasing collective esteem and social cohesion.

Keywords
KeyWords Plus: NORTHERN AUSTRALIA; RISK-FACTORS; INSULIN-RESISTANCE; METABOLIC SYNDROME; ARNHEM-LAND; LIFE-STYLE; STRESS; ABORIGINES; DISEASE; FIRE

Author Information

Citation Network

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92
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95 in All Databases

See more counts

59
Cited References

View Related Records

Most recently cited by:
Bach, Thomas M.; Kull, Christian A.; Rangan, Haripriya. From killing lists to healthy country: Aboriginal approaches to weed control in the Kimberley, Western Australia. JOURNAL OF ENVIRONMENTAL MANAGEMENT (2019)
Zotero: Collect

Capturing Items

With the Zotero Connector for Chrome, Firefox, or Safari, it's simple to create new items from information available on the internet. With the click of a button, Zotero can automatically create an item of the appropriate type and populate the metadata fields, download a full-text PDF if available, and attach useful links (e.g., to the PubMed entry) or Supplemental Data files.

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If the save icon is a book, article, image, or other single item, clicking on it will add the item to the current collection in Zotero. If the save icon is a folder, the webpage contains multiple items. Clicking it will open a dialog box from which items can be selected and saved to Zotero.
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Bibliography

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- Zotero Documentation
  - Quick start guide: https://www.zotero.org/support/quick_start_guide
Notes


Awbrey argues that general education reform efforts, to be effective, must first identify cultural perspectives and foster changes in institutional culture before seeking structural changes such as reorganization of curriculum. To assist in such a task, the article introduces a framework of organizational culture that operates at three levels: structural artifacts (e.g., distribution requirements or writing across the curriculum programs); models and their underlying values and beliefs about “what it means to be an education person (e.g. “great books,” “scholarly discipline,” or “effective citizen” approaches); paradigmatic assumptions about “what can be known and how we develop knowledge” (e.g., positivism, pragmatism, or constructivism). In addition, the article introduces an analogous framework of organizational learning that operates at three levels: “single-loop learning” that is knowledge additive but does not alter underlying values or beliefs; “double-loop learning” that is reflective and reshapes models and beliefs; and “triple-loop learning” that is transformational insofar as it alters how members view themselves and their organization. Missing from the article, however, are any empirical case studies that illustrate the efficacy of the proposed models or document exactly how “unsuccessful” reform efforts have failed to follow the integrative approach suggested.


This article provides an analysis of the current context of general education requirements among liberal arts and doctoral-granting institutions, with focus on the two dominant approaches to general education: use of core curriculum and use of distribution requirements. After a useful overview of the historical evolution and role of general education, the study analyzes approaches used by the top twenty-five institutions in each category (liberal arts, doctoral-granting), as ranked by U.S. News and World Report in 2004. The findings indicate that the majority of institutions in both categories use the distribution requirement approach, although liberal arts institutions vary more widely in their approaches and tend to emphasize “holistic development of the student” more than research-oriented universities. The article notes that general education is in flux, with more research needed to ascertain the extent to which other institutions follow the approaches of the “top-tier,” which approaches work best and to what extent “effectiveness” is reflective of institutional missions and culture, rather than a general model. In predictable fashion, the authors state that general education “is likely to face subsequent waves of reform as higher education evolves” and the world changes.
When determining the appropriate formatting for a citation on the notes and bibliography page:

1. Identify the source type (book; journal article; online article)

2. Find the appropriate citation examples on the Chicago Manual of Style Citation Guide: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html
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