Explore@HKUL

Looking for Educational insights with library resources

16 Feb 2022

Learning Outcomes

At the end of this session, you will be able to:

- **Identify Scholarly Sources**
- **Locate library resources with different tools**
- **Apply search strategies to find focused information**
- **Use the Educational databases**

Activity

Which sources have you used for your assignment or papers?

Share your answer on **Mentimeter**

Code: 1185 3748

https://www.menti.com/gxkabm5keh

Identify Scholarly Sources

Types of information sources

- Search Engines
- Social network sites
- Online videos
- Discussion forum
- Wikipedia

For general information needs

FIND@HKUL

Google Scholar

Library provides you with **scholarly** and **academic** information sources for your study

- Databases
- Newspapers
- Journals/Articles
- Dissertations and Theses

Wikipedia: should we use it?

Not logged in Talk Contributions Create account Log in

Article Talk Read Edit View history Search Wikipedia

WIKIPEDIA
The Free Encyclopedia

Main page
Contents
Current events
Random article
About Wikipedia
Contact us
Donate

Contribute
Help
Learn to edit
Community portal
Recent changes
Upload file

Tools
What links here
Related changes
Special pages
Permanent link

Flipped classroom

From Wikipedia, the free encyclopedia

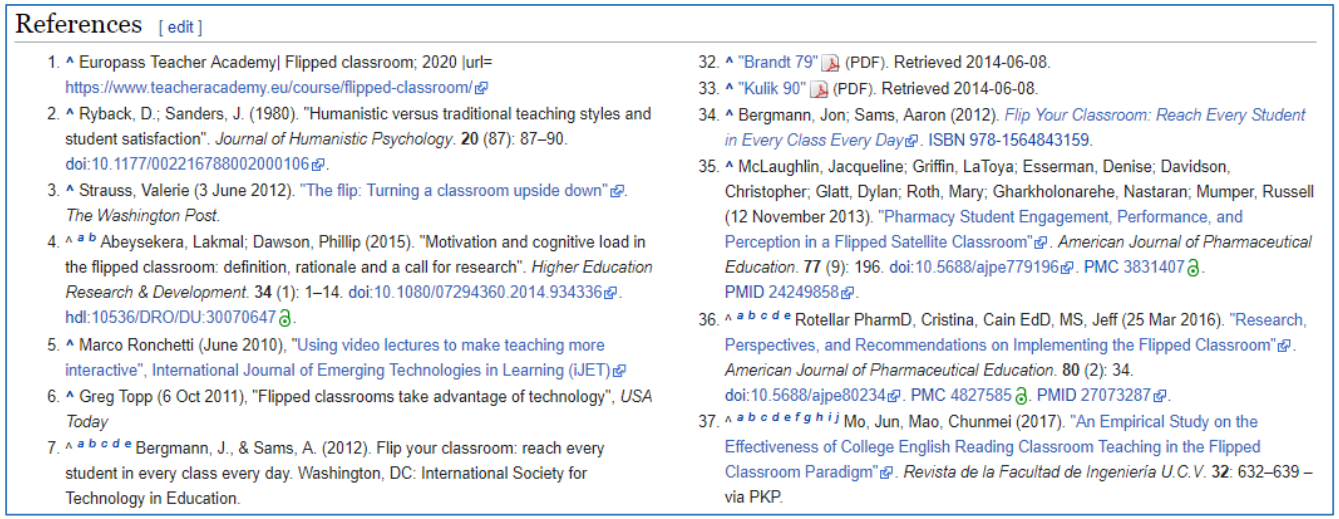
This article **may be unbalanced towards certain viewpoints**. Please improve the article by adding information on neglected viewpoints, or discuss the issue on the talk page. *(September 2018)*

A **flipped classroom** is an instructional strategy and a type of blended learning focused on student engagement and active learning, giving the instructor a better opportunity to deal with mixed levels, student difficulties, and differentiated learning preferences during in-class time.[1]

It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor.

Flipped classroom teaching at Clintondale High School in Michigan, United States

In the traditional model of classroom instruction, the teacher is typically the central focus of a lesson and the primary disseminator of information during the class period. The teacher responds to questions while students defer directly to the teacher for guidance and feedback. In a classroom with a traditional style of instruction, individual lessons may be focused on an explanation of content using a lecture style. Student engagement in the traditional model may be limited to activities in which students work independently or in small groups on an application task designed



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2. ^ Ryback, D.; Sanders, J. (1980). "Humanistic versus traditional teaching styles and student satisfaction". *Journal of Humanistic Psychology*. **20** (87): 87–90. doi:10.1177/002216788002000106.
3. ^ Strauss, Valerie (3 June 2012). "The flip: Turning a classroom upside down". *The Washington Post*.
4. ^ a b Abeysekera, Lakmal; Dawson, Phillip (2015). "Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research". *Higher Education Research & Development*. **34** (1): 1–14. doi:10.1080/07294360.2014.934336. hdl:10536/DRO/DU:30070647.
5. ^ Marco Ronchetti (June 2010), "Using video lectures to make teaching more interactive", International Journal of Emerging Technologies in Learning (iJET)
6. ^ Greg Topp (6 Oct 2011), "Flipped classrooms take advantage of technology", *USA Today*
7. ^ a b c d e Bergmann, J., & Sams, A. (2012). Flip your classroom: reach every student in every class every day. Washington, DC: International Society for Technology in Education.
32. ^ "Brandt 79" (PDF). Retrieved 2014-06-08.
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You can use Wikipedia to understand the key issues/debates

- Remember that Wikipedia is a wiki. Anyone can edit an article, delete accurate information or add false information, which the reader may not recognize.
- Read and cite the original sources

Why Scholarly Resources?

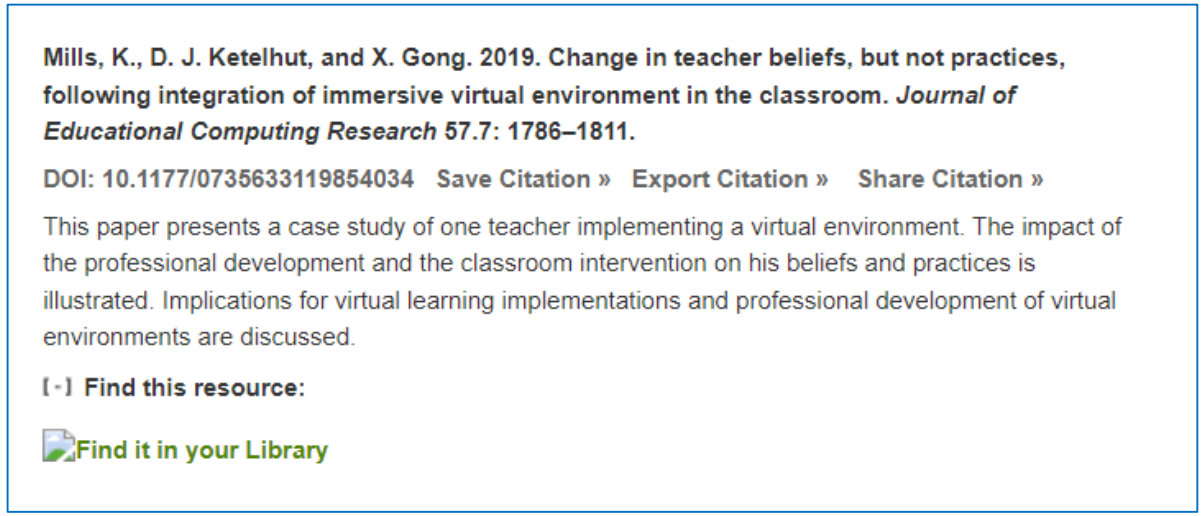
Expected to use when writing academic papers

	Scholarly Sources	Non-Scholarly Sources
Who writes?	Scholars / Researchers/ Experts in the field	Journalists/ Staff/ Guest Writers/ Non-specialists
Who reads?	Scholars/ Researchers/ College students/ Experts in the field	General public
Purpose	To share the results of scientific research with experts in the field	To inform or entertain
Look and feel?	Mostly black-and-white format, charts, graphs, statistics, list of references, minimal or no advertising	Extensive advertisement and photos, colorful cover – designed to appeal to the general public
Who reviews?	Experts in the field review each article for accuracy, relevance, significance (the peer review process)	Editor

E-reference database

Oxford Bibliographies. Education

- A expert guide to the essential literature in the topic
- Each article make up a list of authoritative information sources
- Provide seamless access to full text which saved your time



E-newspaper databases

The Chronicle of Higher Education

A source of news, information, and jobs for college and university faculty members and administrators.

Times Higher Education Supplement

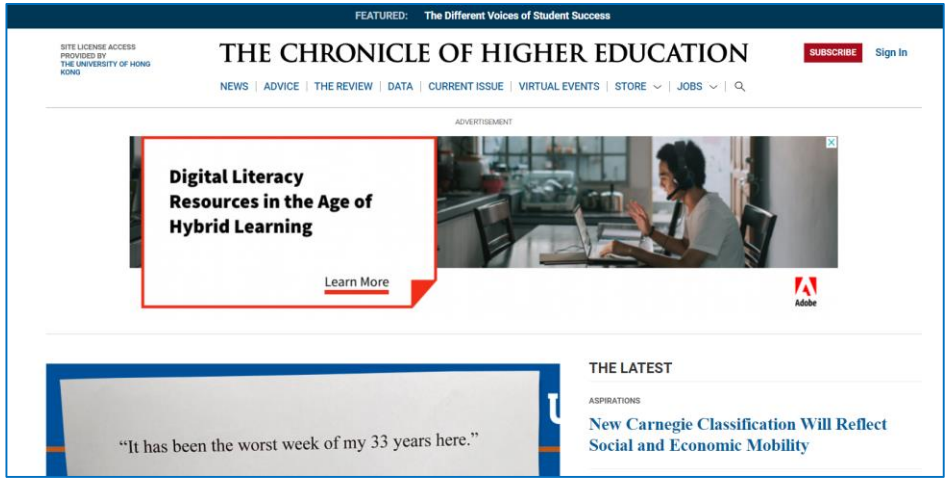
Access to world university rankings, news, opinions, features and book reviews.

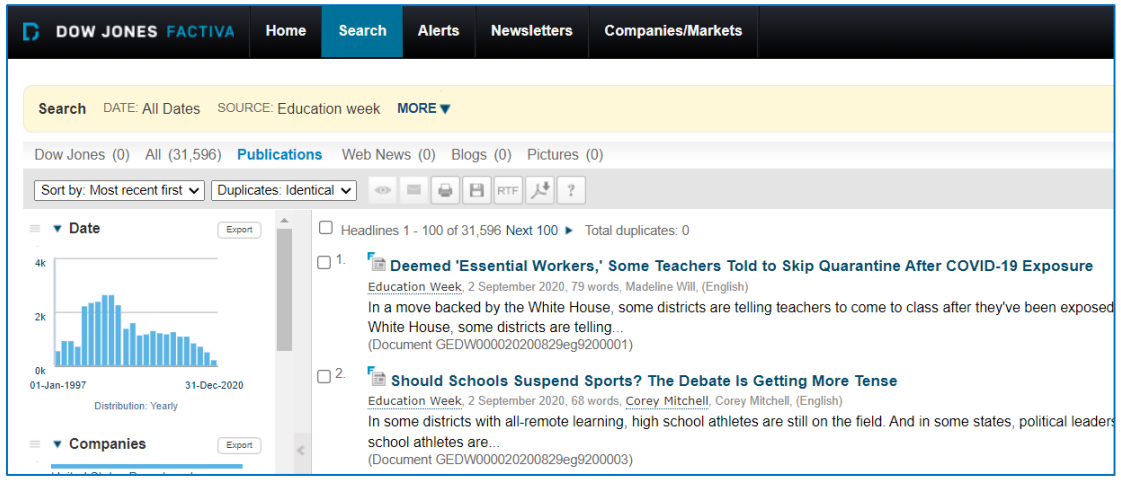
Education Week

Articles, profiles, commentary, legislation, state and national news and book reviews for teachers and administrators in elementary and secondary schools.

The Times Educational Supplement

Educational materials, jobs, news and courses from and for the world's best community of teachers and school leaders.





Access via Publisher site / ProQuest / Factiva

Research Articles

- Present the findings of a study, research or experiment
- Provide in-depth analysis of **ONE** specialized topic
- Written by scholars or experts in the discipline
- **Peer-reviewed** for quality assurance

Date published, volume, issue

Abstract (short summary)

Author's qualifications

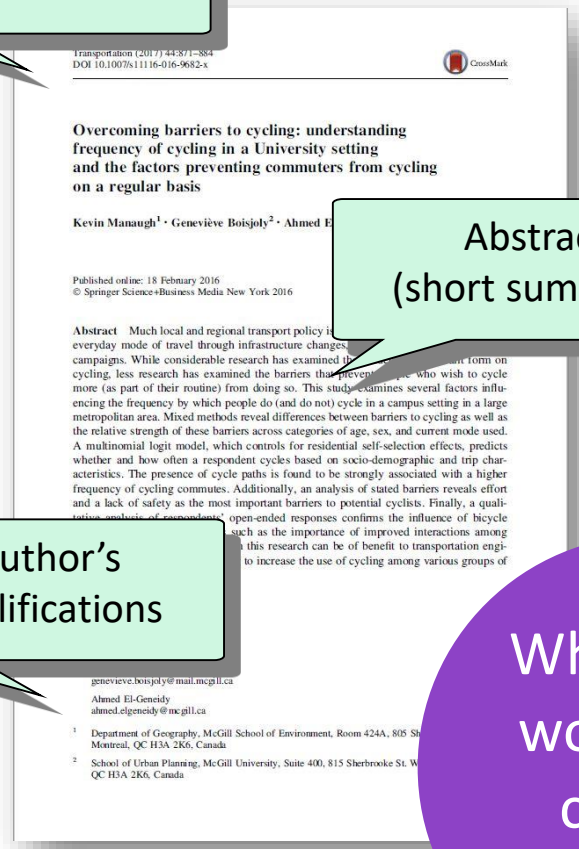
Methodology

Results & Discussion

Conclusions

List of references

Which part would you consult first?


Transportation (2017) 44:871–884
DOI 10.1007/s11116-016-9682-x

Overcoming barriers to cycling: understanding frequency of cycling in a University setting and the factors preventing commuters from cycling on a regular basis

Kevin Manaugh[1] · Geneviève Boisjoly[2] · Ahmed E

Published online: 18 February 2016
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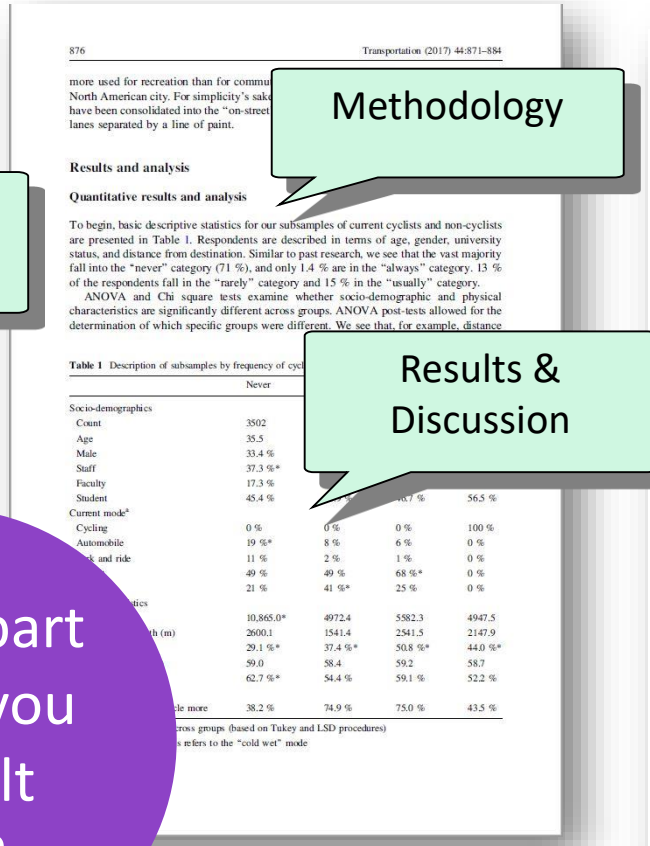
Abstract Much local and regional transport policy i… everyday mode of travel through infrastructure changes… campaigns. While considerable research has examined th… form on cycling, less research has examined the barriers that prevent… who wish to cycle more (as part of their routine) from doing so. This study examines several factors influencing the frequency by which people do (and do not) cycle in a campus setting in a large metropolitan area. Mixed methods reveal differences between barriers to cycling as well as the relative strength of these barriers across categories of age, sex, and current mode used. A multinomial logit model, which controls for residential self-selection effects, predicts whether and how often a respondent cycles based on socio-demographic and trip characteristics. The presence of cycle paths is found to be strongly associated with a higher frequency of cycling commutes. Additionally, an analysis of stated barriers reveals effort and a lack of safety as the most important barriers to potential cyclists. Finally, a qualitative analysis of respondents' open-ended responses confirms the influence of bicycle… such as the importance of improved interactions among… this research can be of benefit to transportation engi… to increase the use of cycling among various groups of…

genevieve.boisjoly@mail.mcgill.ca

Ahmed El-Geneidy
ahmed.elgeneidy@mcgill.ca

[1] Department of Geography, McGill School of Environment, Room 424A, 805 Sh… Montreal, QC H3A 2K6, Canada

[2] School of Urban Planning, McGill University, Suite 400, 815 Sherbrooke St. W… QC H3A 2K6, Canada


876 Transportation (2017) 44:871–884

more used for recreation than for commu… North American city. For simplicity's sake… have been consolidated into the "on-street… lanes separated by a line of paint.

Results and analysis

Quantitative results and analysis

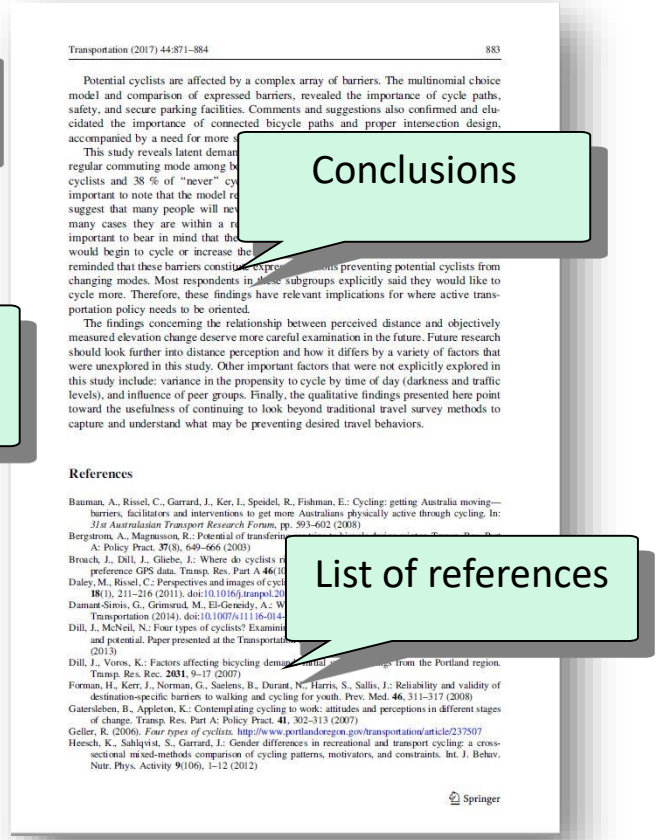
To begin, basic descriptive statistics for our subsamples of current cyclists and non-cyclists are presented in Table 1. Respondents are described in terms of age, gender, university status, and distance from destination. Similar to past research, we see that the vast majority fall into the "never" category (71 %), and only 1.4 % are in the "always" category. 13 % of the respondents fall in the "rarely" category and 15 % in the "usually" category.

ANOVA and Chi square tests examine whether socio-demographic and physical characteristics are significantly different across groups. ANOVA post-tests allowed for the determination of which specific groups were different. We see that, for example, distance

Table 1 Description of subsamples by frequency of cycl…

	Never			
Socio-demographics				
Count	3502			
Age	35.5			
Male	33.4 %			
Staff	37.3 %*			
Faculty	17.3 %			
Student	45.4 %			56.5 %
Current mode[a]				
Cycling	0 %	0 %	0 %	100 %
Automobile	19 %*	8 %	6 %	0 %
…k and ride	11 %	2 %	1 %	0 %
	49 %	49 %	68 %*	0 %
	21 %	41 %*	25 %	0 %
…tics				
	10,865.0*	4972.4	5582.3	4947.5
…th (m)	2600.1	1541.4	2541.5	2147.9
	29.1 %*	37.4 %*	50.8 %*	44.0 %*
	59.0	58.4	59.2	58.7
	62.7 %*	54.4 %	59.1 %	52.2 %
…le more	38.2 %	74.9 %	75.0 %	43.5 %

…cross groups (based on Tukey and LSD procedures)
…s refers to the "cold wet" mode


Transportation (2017) 44:871–884 883

Potential cyclists are affected by a complex array of barriers. The multinomial choice model and comparison of expressed barriers, revealed the importance of cycle paths, safety, and secure parking facilities. Comments and suggestions also confirmed and elucidated the importance of connected bicycle paths and proper intersection design, accompanied by a need for more s…

This study reveals latent demand… regular commuting mode among b… cyclists and 38 % of "never" cy… important to note that the model r… suggest that many people will ne… many cases they are within a r… important to bear in mind that the… would begin to cycle or increase the… reminded that these barriers constitute expre… preventing potential cyclists from changing modes. Most respondents in these subgroups explicitly said they would like to cycle more. Therefore, these findings have relevant implications for where active transportation policy needs to be oriented.

The findings concerning the relationship between perceived distance and objectively measured elevation change deserve more careful examination in the future. Future research should look further into distance perception and how it differs by a variety of factors that were unexplored in this study. Other important factors that were not explicitly explored in this study include: variance in the propensity to cycle by time of day (darkness and traffic levels), and influence of peer groups. Finally, the qualitative findings presented here point toward the usefulness of continuing to look beyond traditional travel survey methods to capture and understand what may be preventing desired travel behaviors.

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Springer

What is Peer Review?

Peer-reviewed: a process by which a scholarly work (such as a paper or a research proposal) is checked by a group of **experts** in the same field to make sure it meets the necessary standards before it is published or accepted.

Merriam-Webster Dictionary (2014)

http://www.merriam-webster.com/dictionary/peer%20review

Learn more:
An Introduction to Peer Review
Online course by Web of Science Academy

- Different types of peer review
- Research integrity issues
- Structure peer review reports
- Respond to peer reviewer comments

E-these databases

- Local universities

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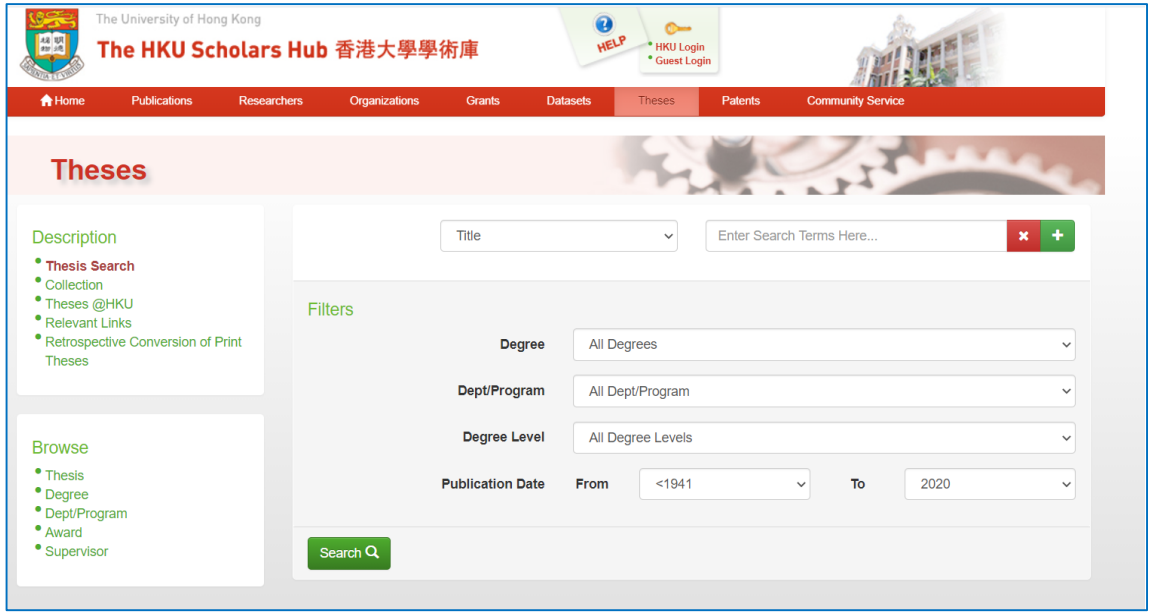

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  - Digital dissertation consortium (DDC)

- Mainland
  - CNKI中國知網
  - 中國博士學位論文全文數據庫
  - 中國優秀碩士學位論文全文數據庫

- Taiwan
  - 臺灣博碩士論文知識加值系統

- Open Access
  - Networked Digital Library of Theses and Dissertations (NDLTD)

Locate Library resources with different tools

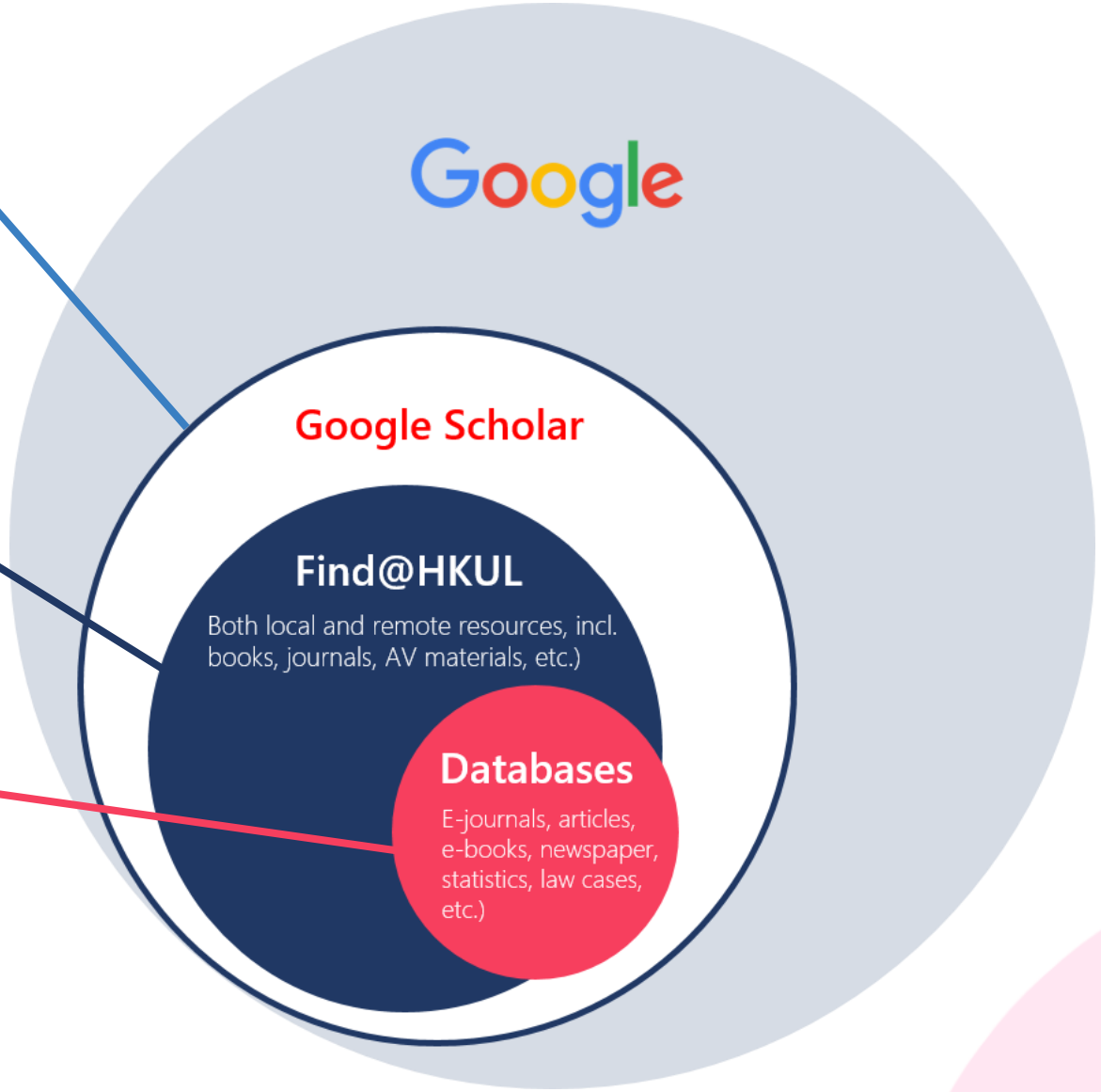
Where to find Library Resources?

Google Scholar
- ✓ Scholarly version of Google
- × Not all works are peer-reviewed, some are not reliable
- × Too many results and it takes time to select

Find@HKUL
- ✓ Quick start for all library resources
- ✓ Connects to full-text download options
- × Sometimes too many results when your keywords are not specific enough

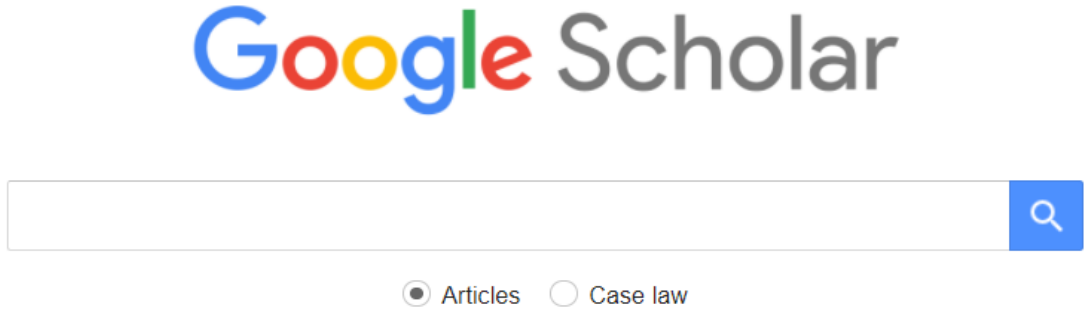
Library databases
- ✓ Information are relevant to your subject
- ✓ More user-friendly interface to navigate and refine search results

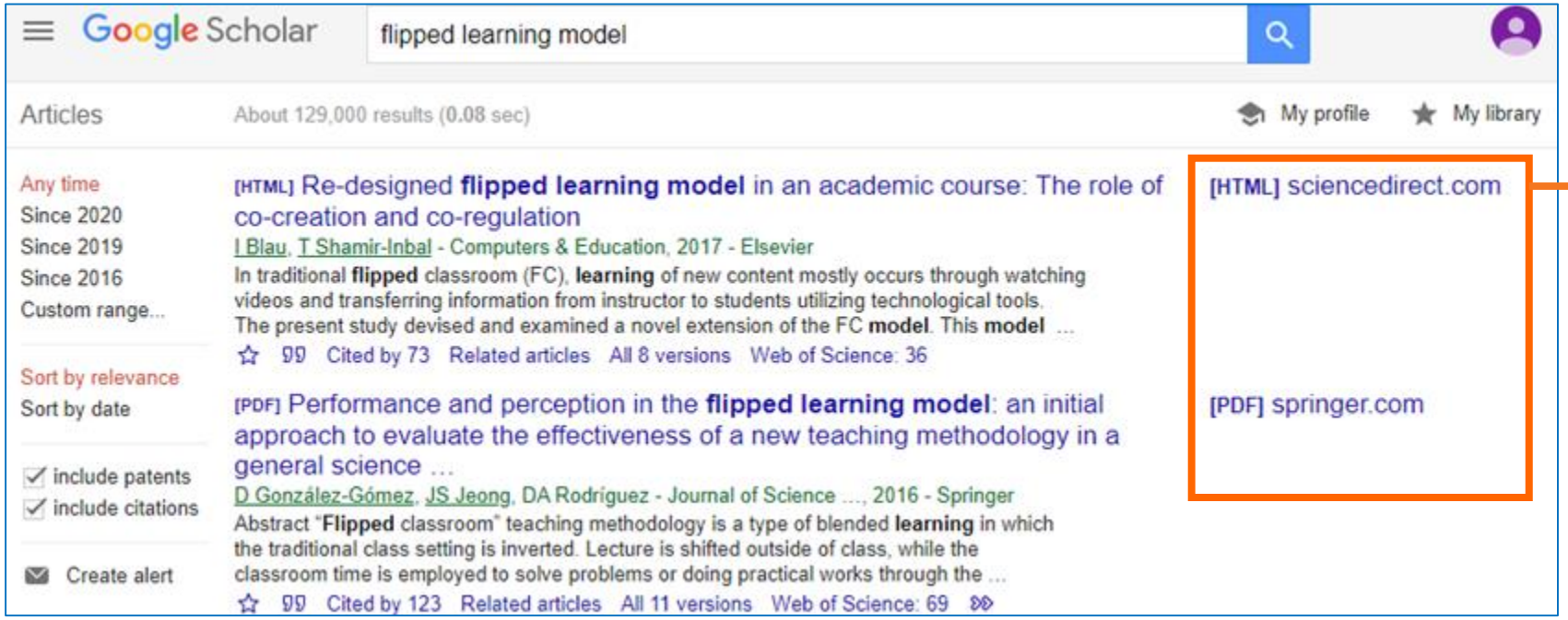
Go to databases when you need:
- Subject specific research materials
- Specific type of research material
  e.g. statistics, legal information, images



Google Scholar

https://scholar.google.com



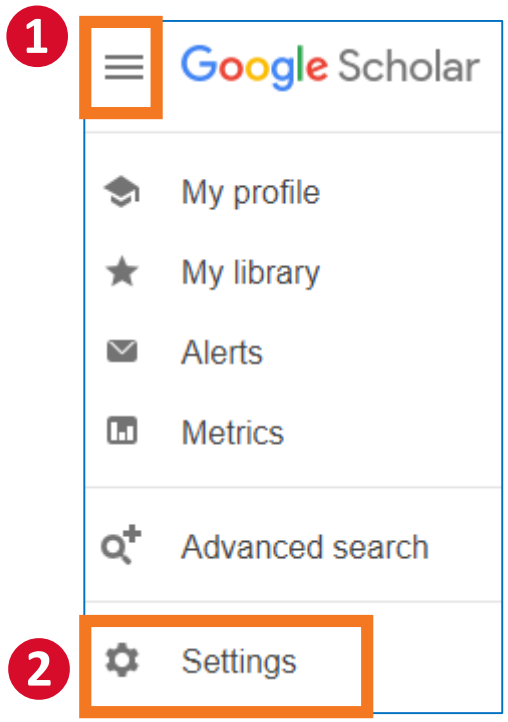


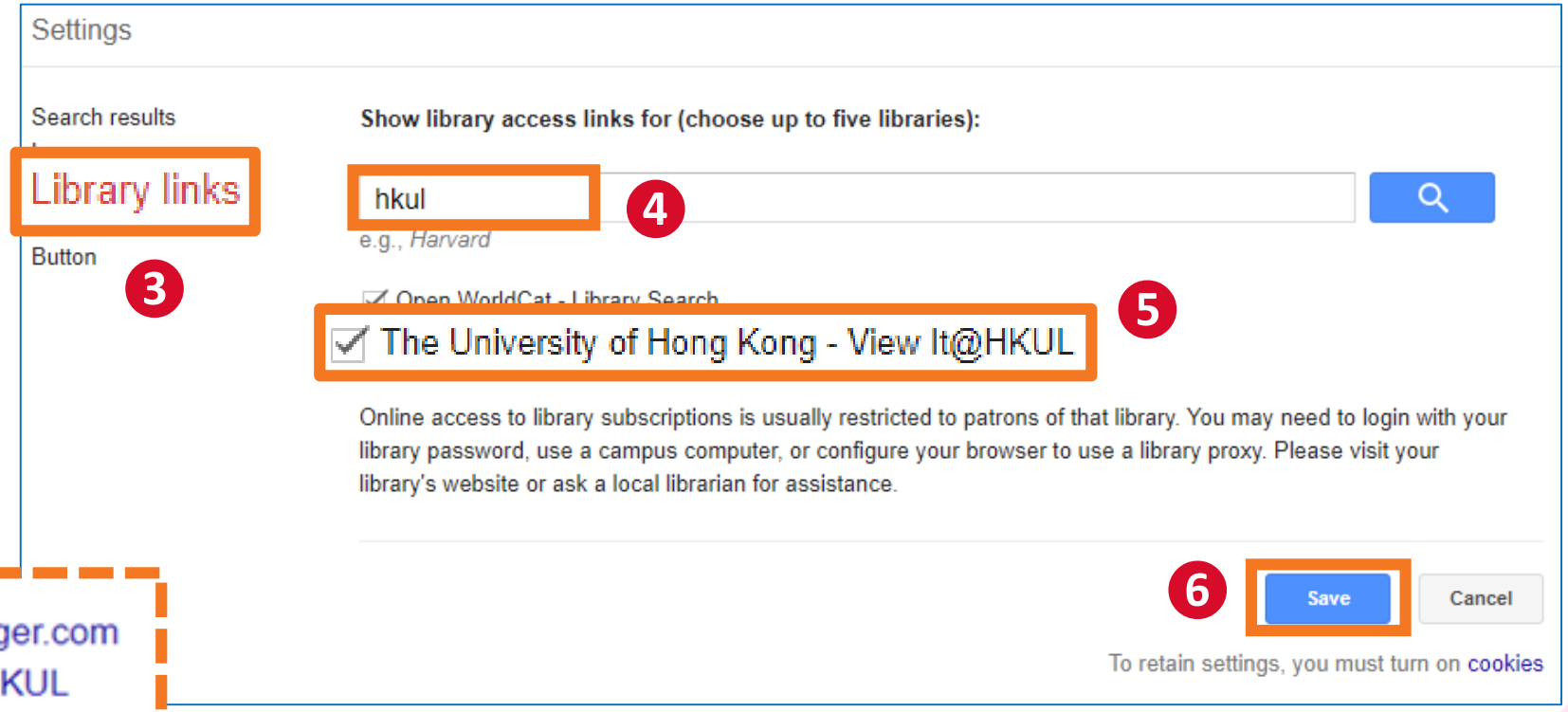
Link to other sites without access

ViewIt@HKUL

Configure to link to HKUL full-text subscriptions:

1. Click on the **Menu** icon
2. Go to **Settings**
3. Choose **Library Links**
4. Search for "**hkul**"
5. Check the box of "**The University of Hong Kong - View It @HKUL**"
6. Save

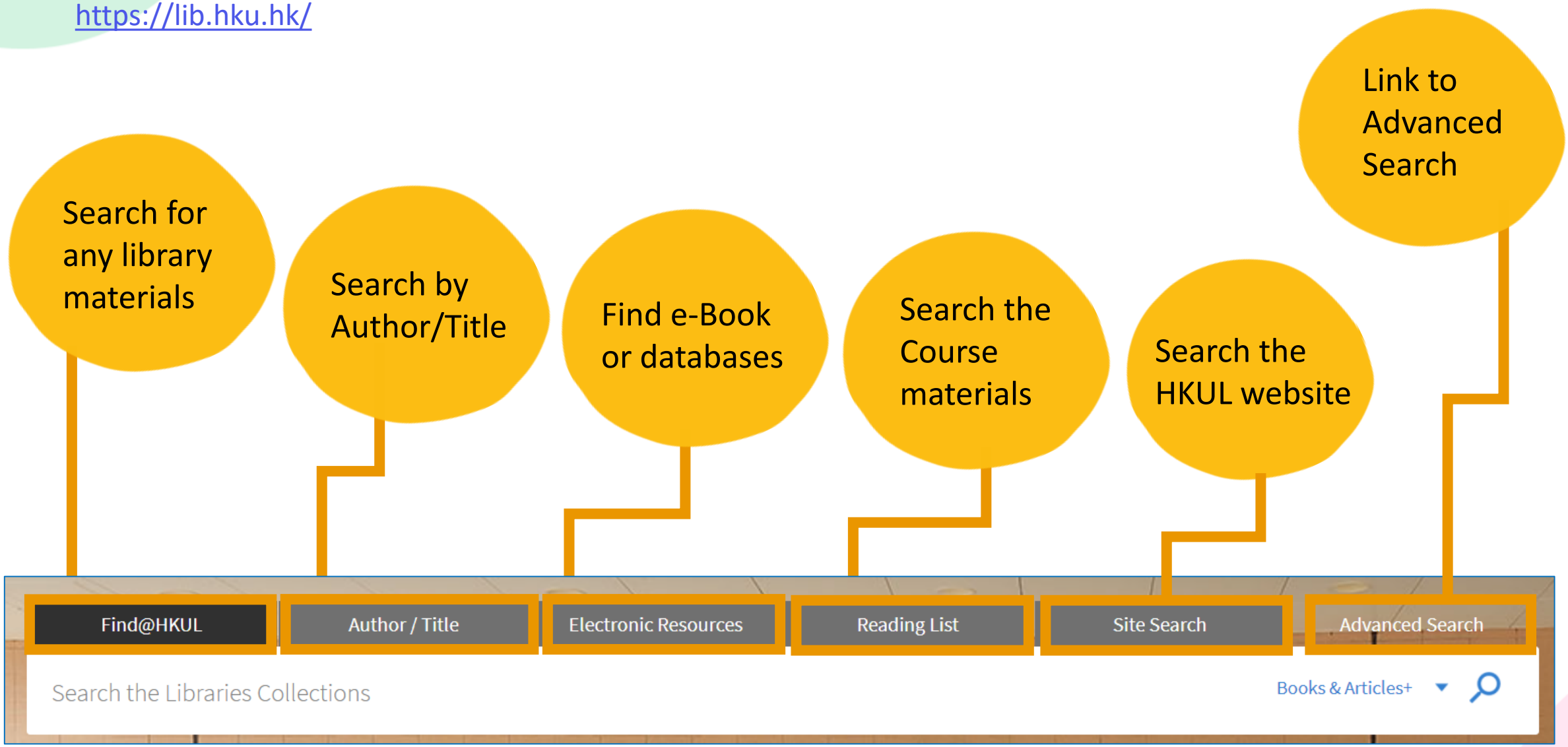




[PDF] springer.com
View It@HKUL

Library Website - Search Box

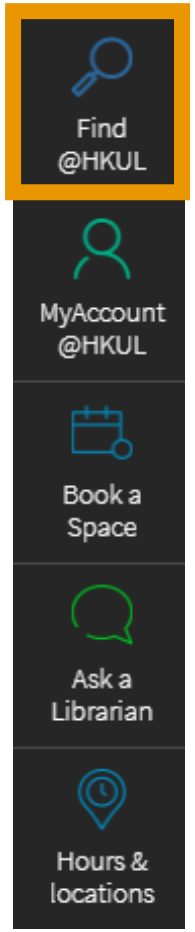
https://lib.hku.hk/

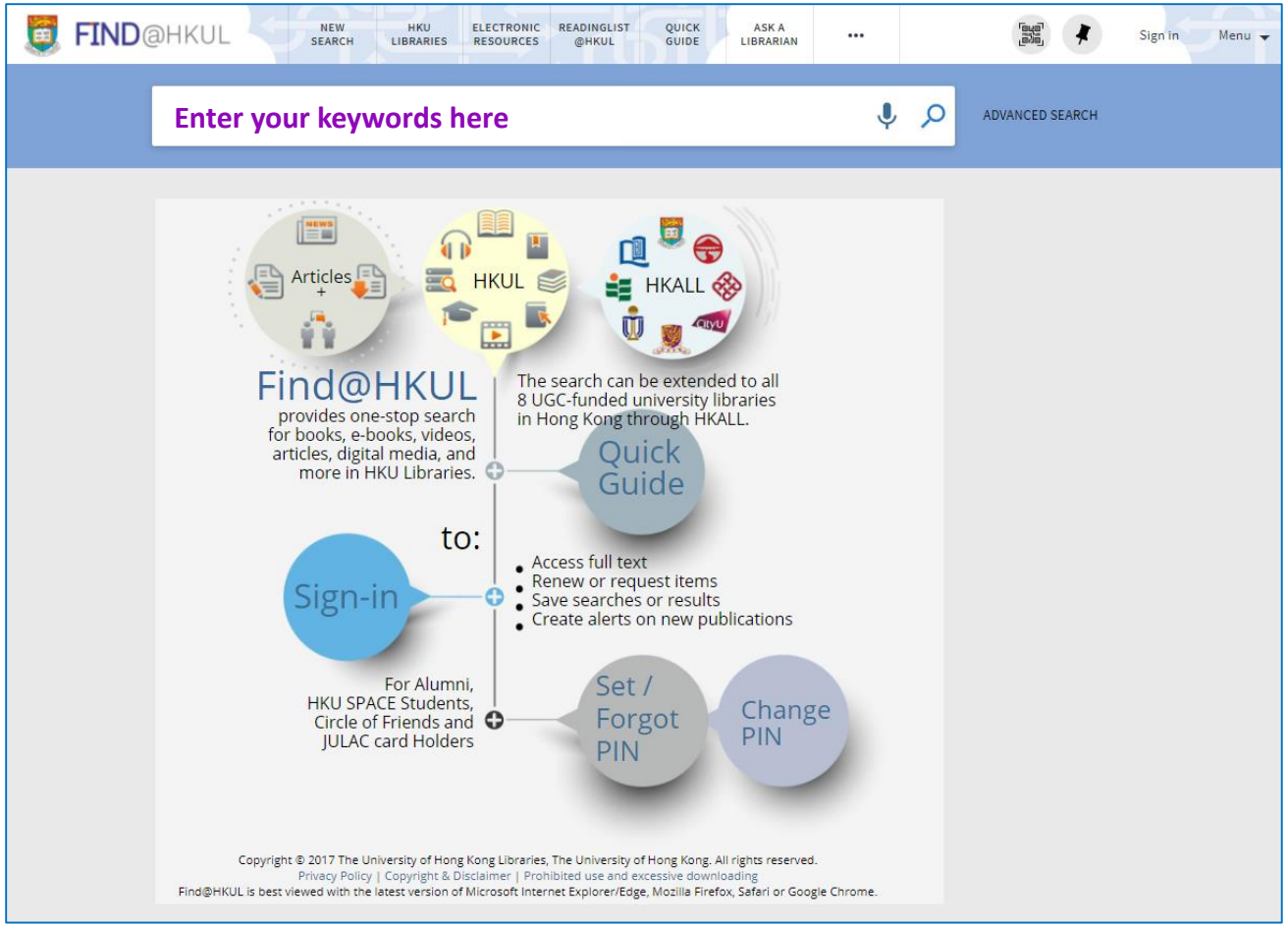


Find@HKUL

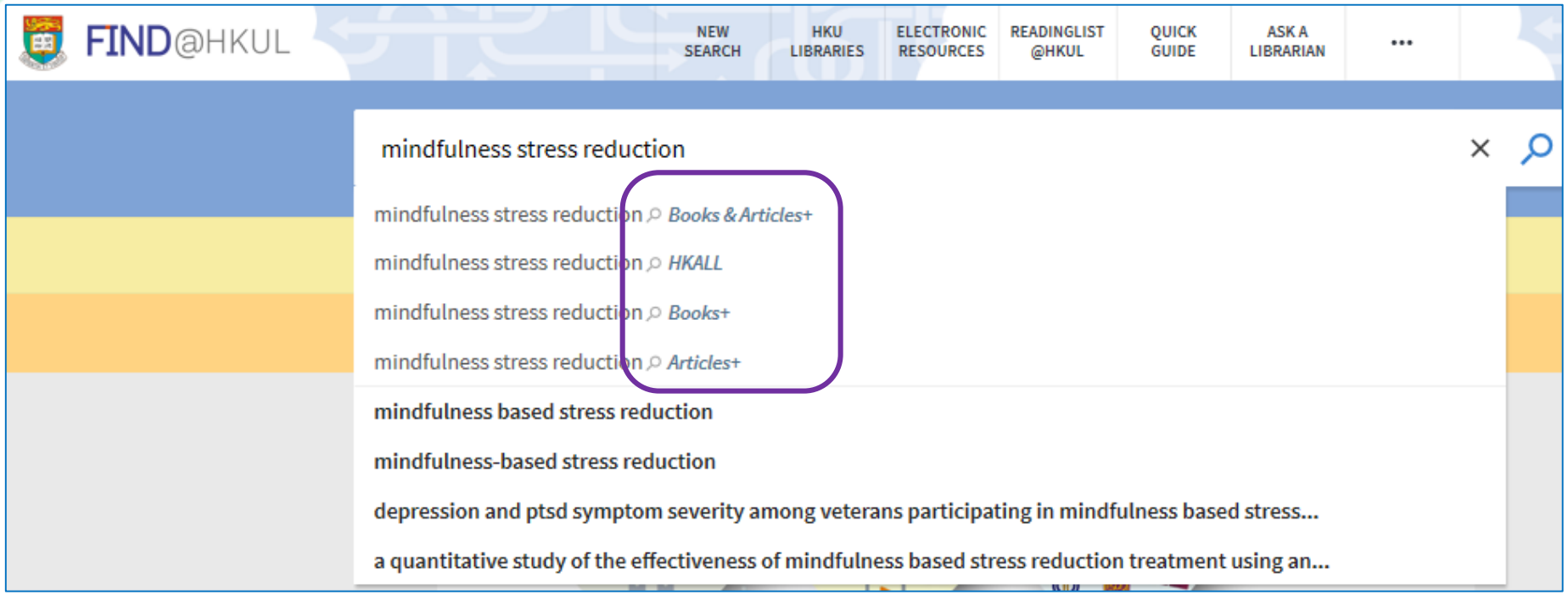
One-stop discovery platform for books, e-books, videos, articles, digital media, etc. in HKU Libraries and other UGC-funded university libraries via HKALL

Click the icon on the website floating bar





Select search scope



HKUL Collection

Books+ → Print & e-books, journal & newspaper titles, CDs, DVDs, etc.

Articles+ → Libraries' subscribed articles

Beyond HKUL

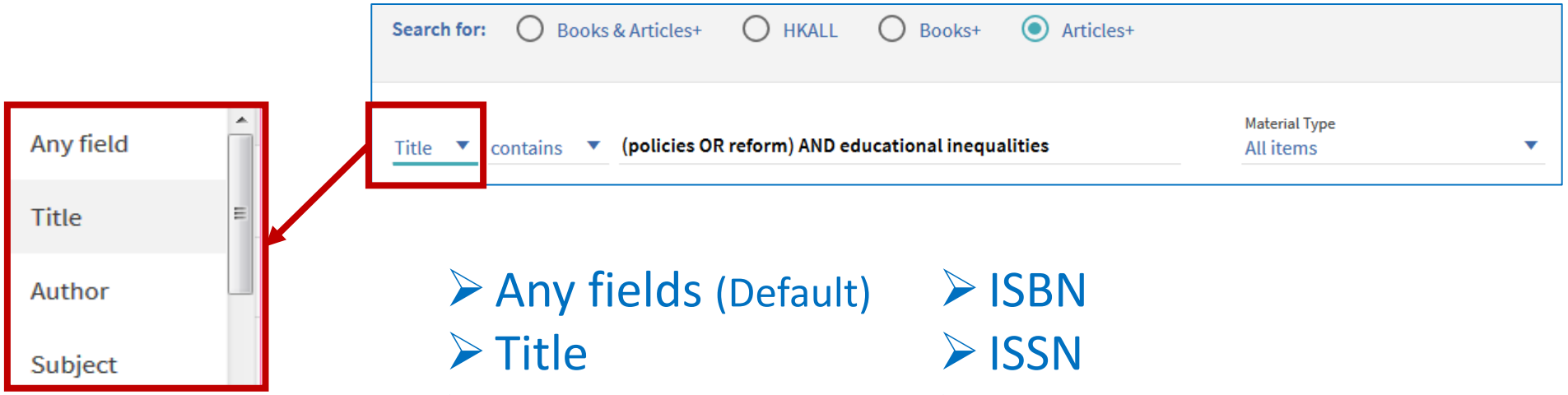
HKALL → Collections in all 8 UGC-funded university libraries.

Apply search strategies to find focused information

Find@HKUL Advanced Search - Field

1. Change from Simple search to Advanced search

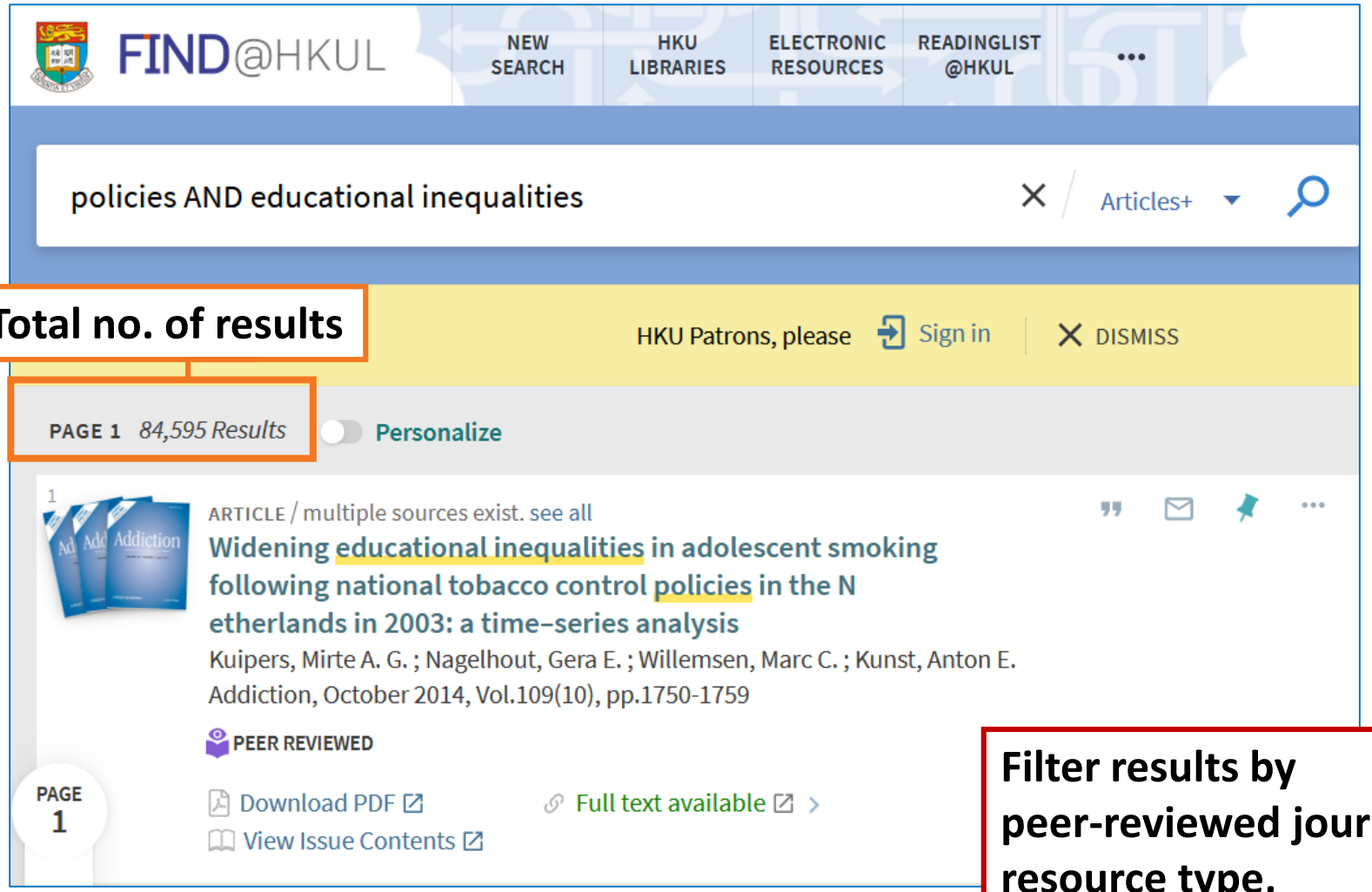
2. Select search scope from the pull-down menu



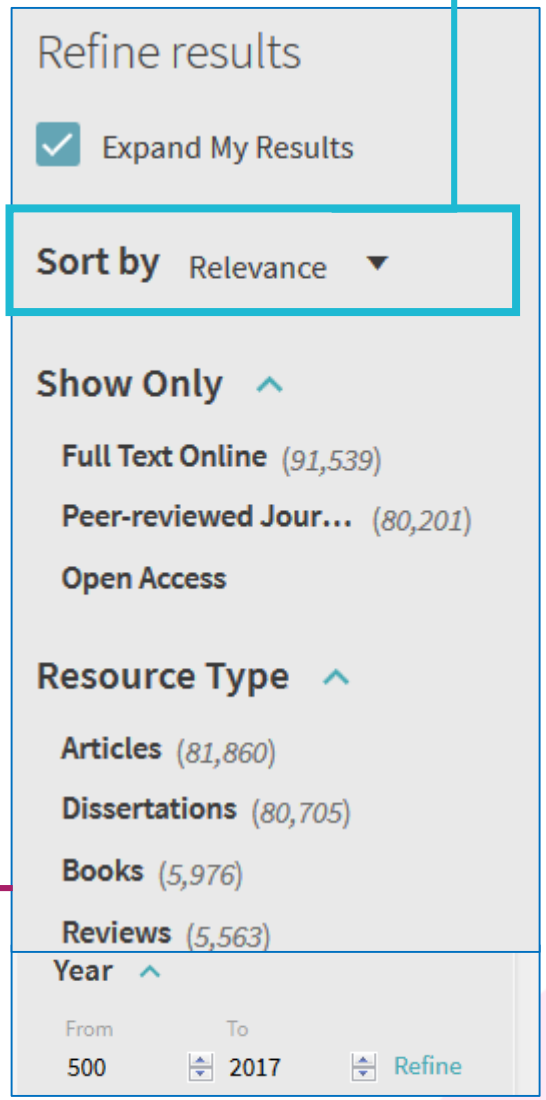
- Any fields (Default)
- Title
- Author
- Subject
- ISBN
- ISSN
- Call Number
- Table of Contents

Find@HKUL Refine search results

Sort by relevance, date, author or title



Total no. of results



Filter results by peer-reviewed journal, resource type, publication year, etc.

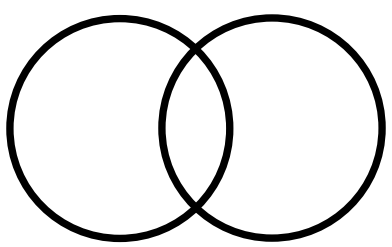
Build an effective search statement

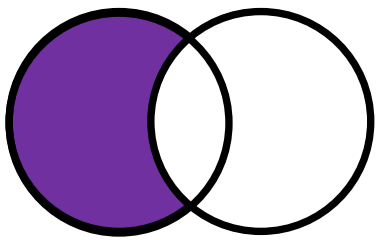
- Use commands to make each search more precise, resulting in more focused results

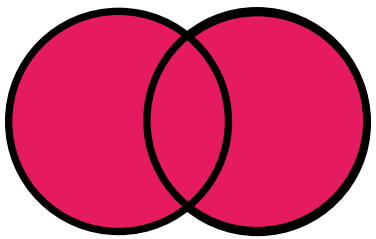
Tips	Function	Example
Truncation * **? $ #** **Symbol varies in databases**	**Broaden search results** - search words with different endings - search words that are spelled differently	**child* = find children, child, childhood** **col*r = express both color, colour**
Quotation mark “ “	**Narrow search results** - search phrase in exact order	**“Speech disorder”**

Build an effective search statement

Tips	Function	Example
AND Boolean operator	Narrow down search results	STEM education AND Hong Kong
NOT Boolean operator	Narrow down search results	gamification NOT business
OR Boolean operator	Broaden search results - related concepts - synonyms	(blended learning OR flipped learning) AND children
Parentheses ( )	enclose the search terms and link them up with OR	Higher education AND (challenges OR risk OR problem)







Build an effective search statement

Eg. What do you think about flipped learning and use of gamification in Hong Kong education?

Concept		Concept		Concept
"Flipped learning"	**AND**	**Gamification**	**AND**	**Hong Kong**
OR		**OR**		**OR**
Synonym		Synonym		Synonym
OR		**OR**		**OR**
Synonym		Synonym		Synonym

- **("Flipped learning" OR Synonym OR Synonym) AND (Gamification OR Synonym OR Synonym) AND Hong Kong**

Educational databases

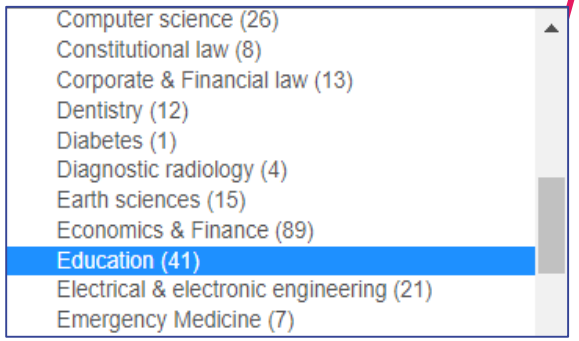
Subject-specific Databases

http://libguides.lib.hku.hk/az.php

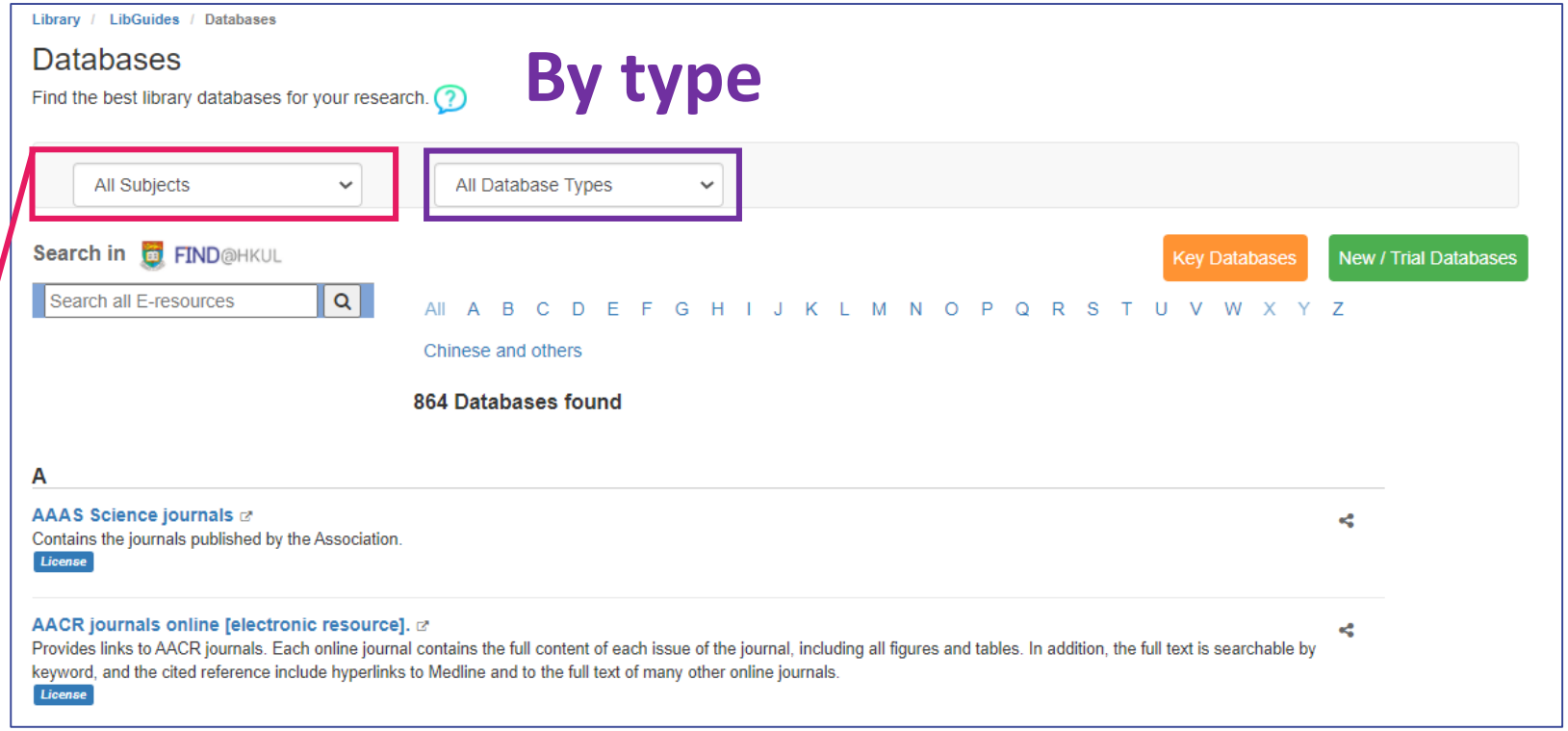
- Cover the subject discipline in greater depth

By subject

Use the pull-down menu to filter Databases by subject area



By type



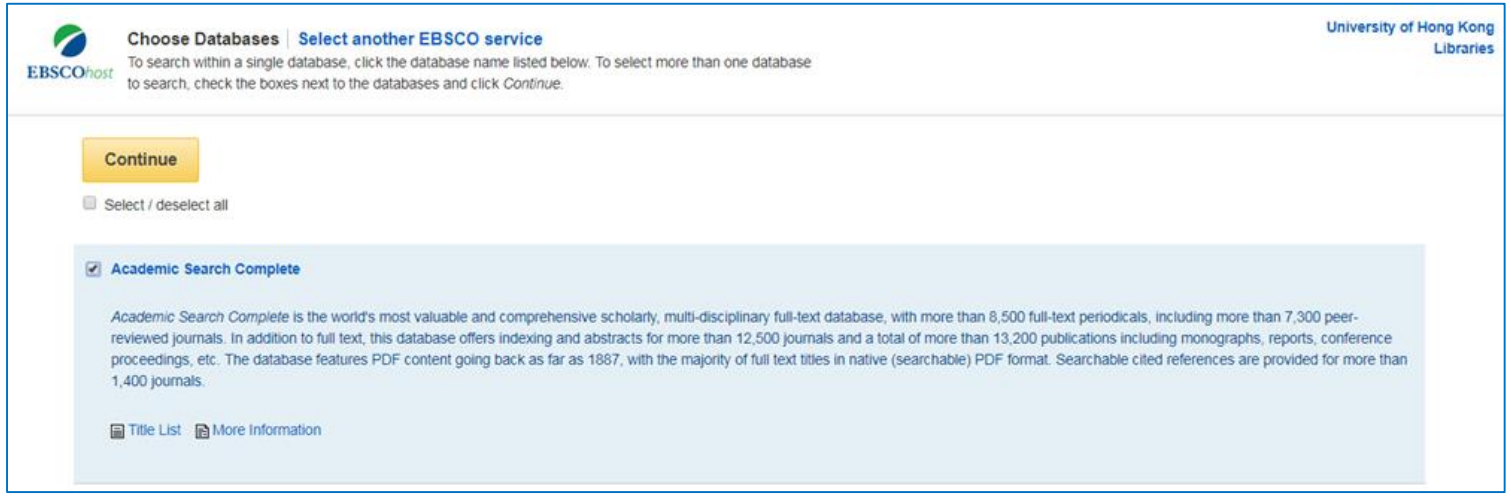
EBSCOhost research database

EBSCOhost is an aggregator and it comprises of a lists of databases

Educational databases:

- Academic Search Complete
- British education index
- ERIC (Education Resources Information Center)
- Teacher Reference Center

1



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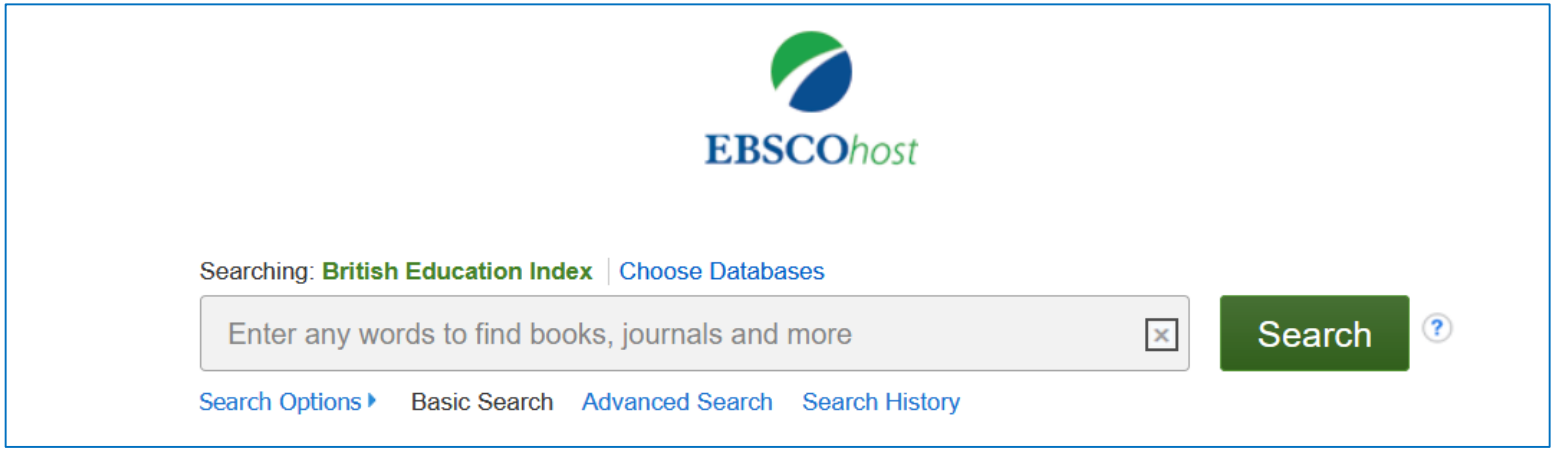
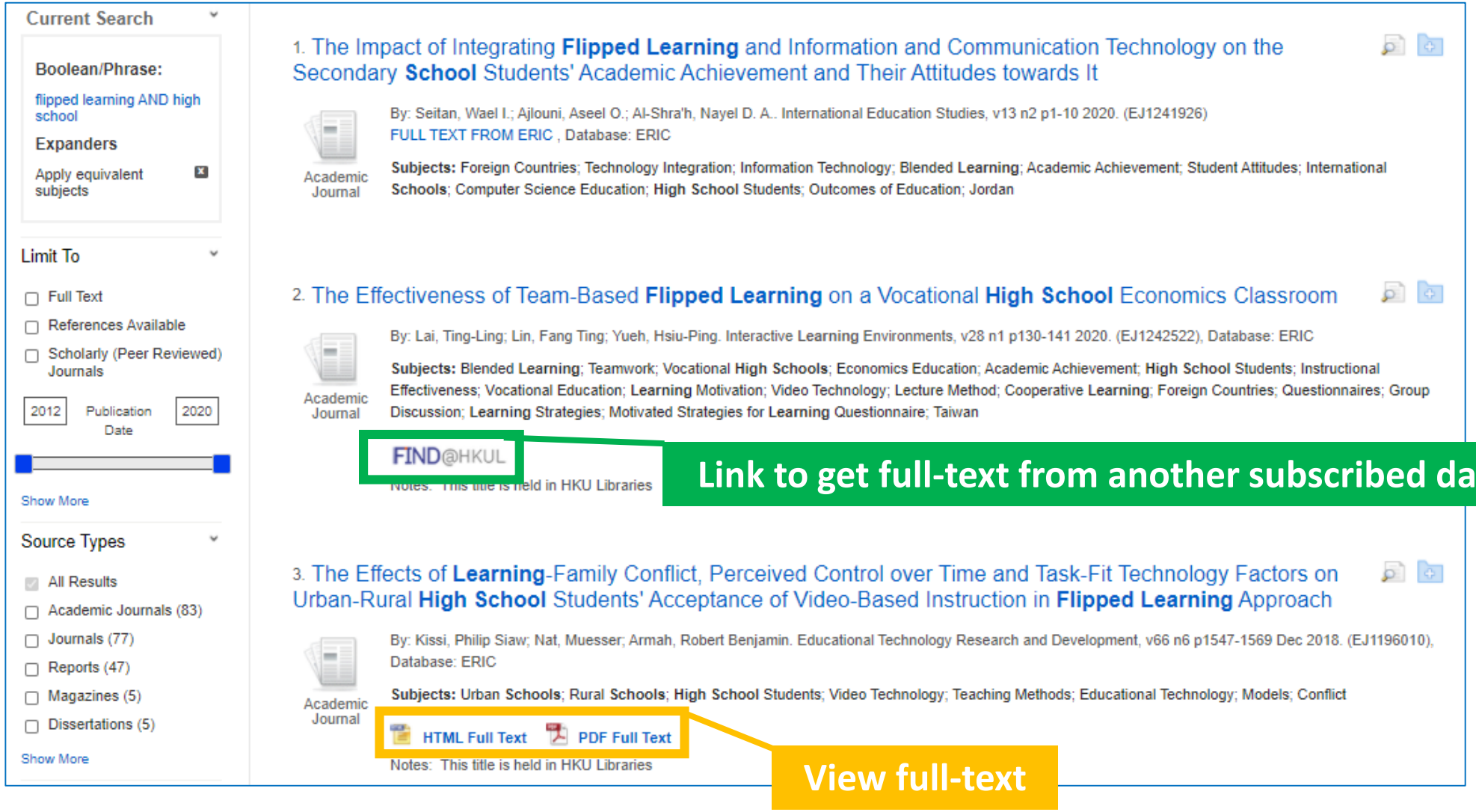


- **Filters on the left**

refine results by full-text, scholarly Journals, publication date and resources type, etc

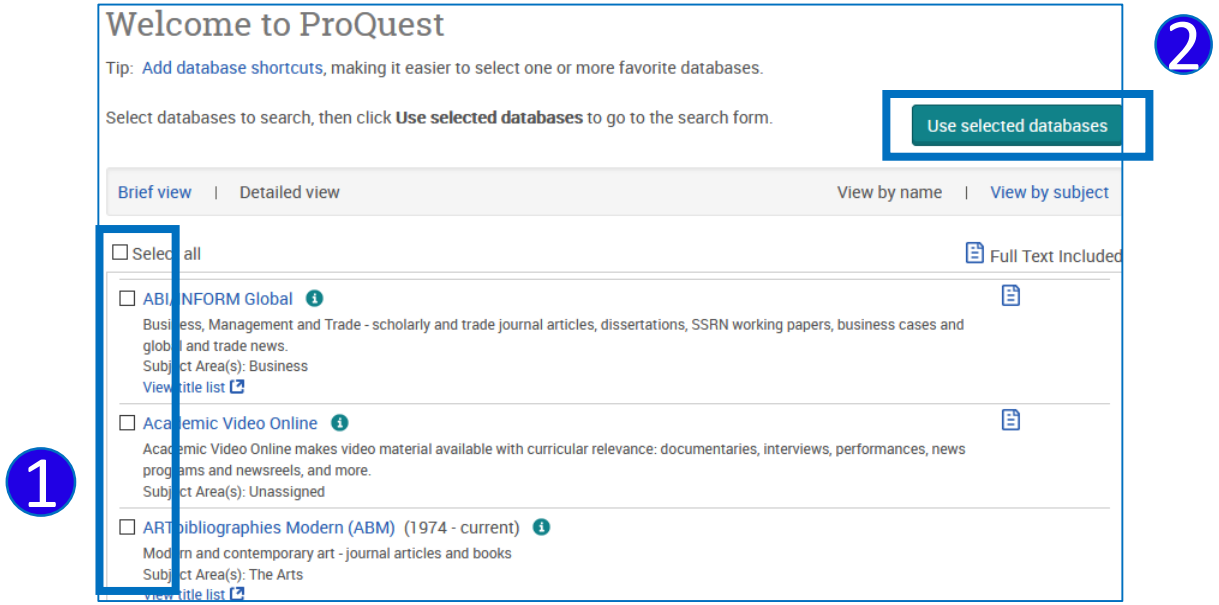


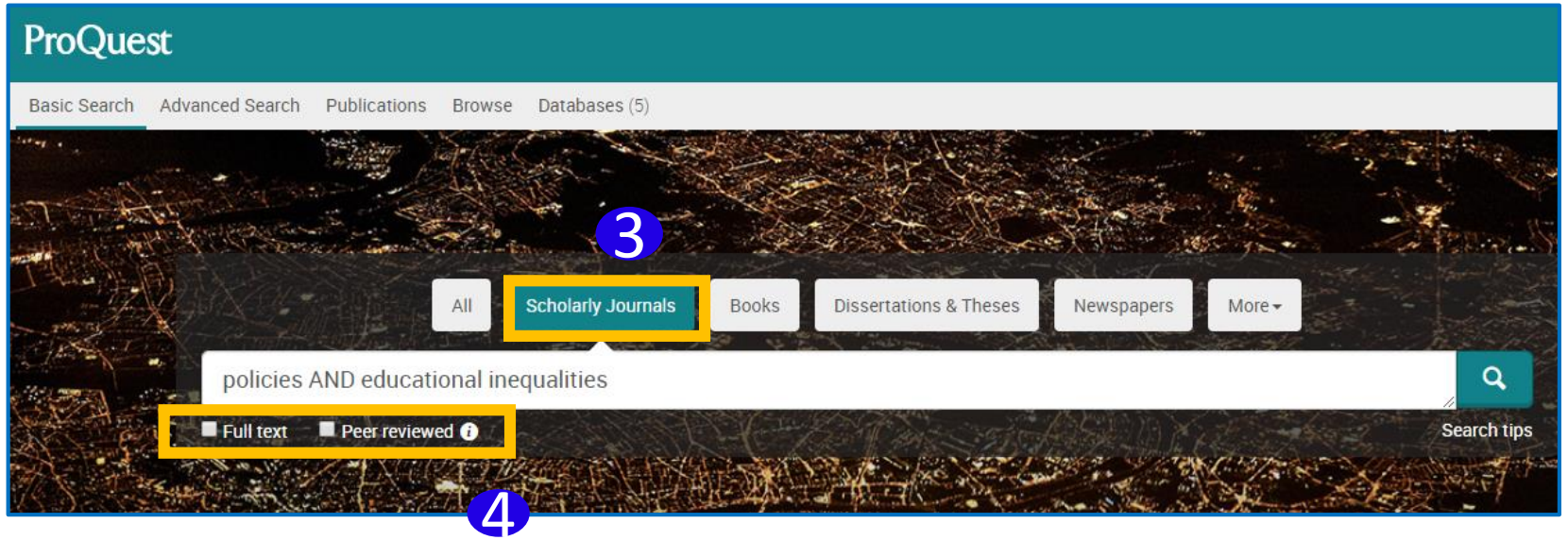
ProQuest

ProQuest is an aggregator and it comprises of a lists of databases

Educational databases:

- APA PsycARTICLES
- APA PsycINFO
- APA PsycTEST
- Australian Education Index
- Education Collection



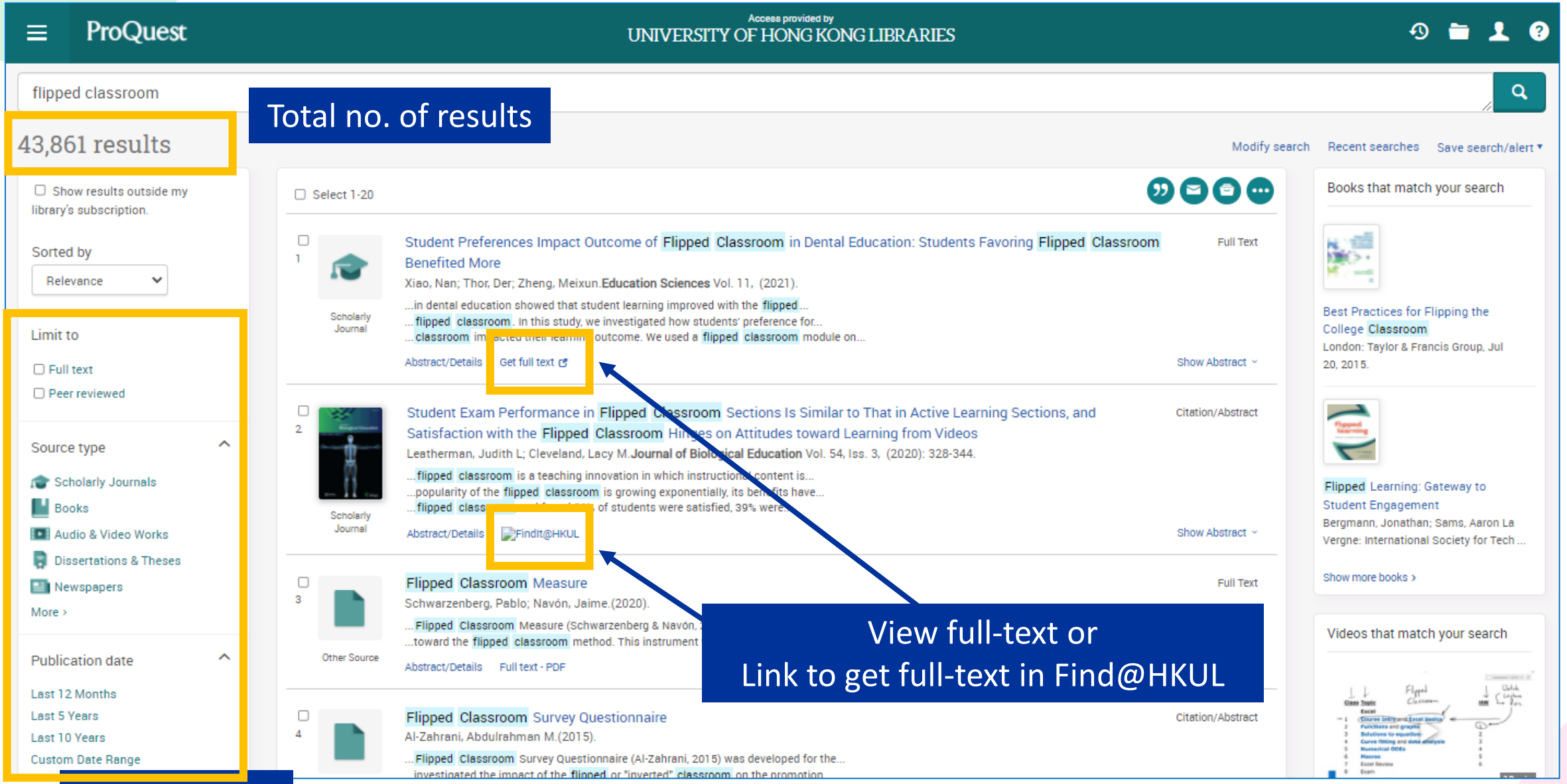


Limit search in:

- Material type
- Full text
- Peer reviewed

Search words are highlighted

Brief record



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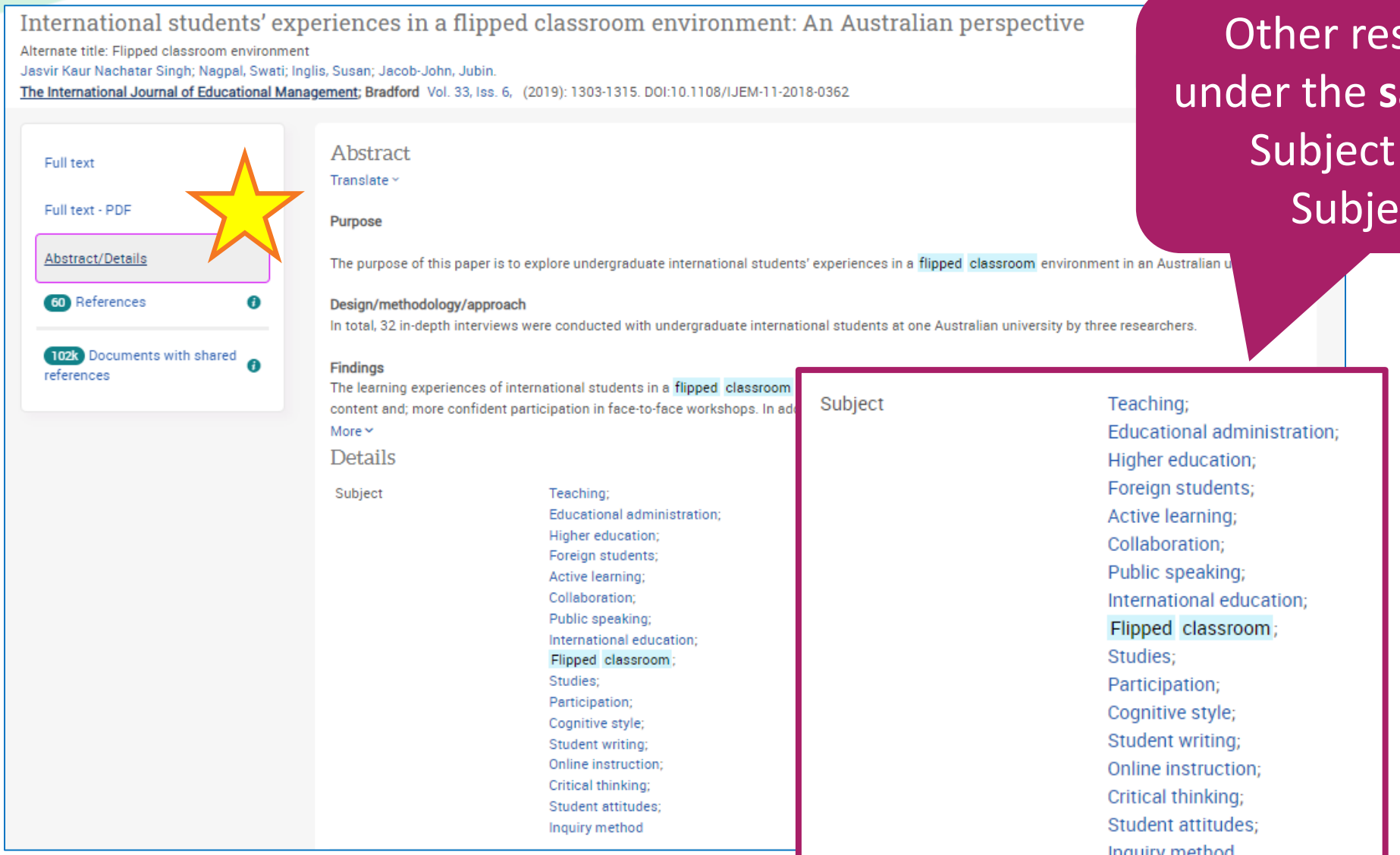
Filters

Ways to find relevant results (1) – Subject

Full record



Other resources fall under the **same** Subject/ Subject heading/ Subject term

Ways to find relevant results (2) – Citation searching

Start with a reference that is highly relevant to your research

Regional Studies, Vol. 37.6&7, pp. 579–593, August/October 2003

Carfax Publishing

Regions, Globalization, Development

ALLEN J. SCOTT* and MICHAEL STORPER†
*Departments of Geography and Policy Studies, University of California Los Angeles, Los Angeles, CA 90095–1656, USA. Email: ajscott@geog.ucla.edu
†Department of Urban Planning, University of California Los Angeles/Institut d'Etudes Politiques de Paris/London School of Economics, UCLA, Los Angeles, CA 90095–1656, USA. Email: storper@ucla.edu

(Received October 2002; in revised form February 2003)

SCOTT A. J. and STORPER M. (2003) Regions, globalization, development, *Reg. Studies* **37**, 579–593. Regional economies are synergy-laden systems of physical and relational assets, and intensifying globalization is making this situation more and not less the case. As such, regions are an essential dimension of the development process, not just in the more advanced countries but also in less-developed parts of the world. Development theorists have hitherto largely tended to overlook this critical issue in favour of an emphasis on macroeconomic considerations. At the same time, conventional theories of the relationship between urbanization and economic development have favoured the view that the former is simply an effect of the latter. To be fully general, the theory of development must incorporate the role of cities and regions as active and causal elements in the economic growth process. This argument has consequences for development policy, especially in regard to the promotion of positive agglomeration economies and the initiation of growth in poorer regions. A related policy problem concerns ways of dealing with the increase in interregional inequalities associated with contemporary globalization. Issues of economic geography are thus of major significance to development theory and practice.

recognized the fundamental two-way connection between industrialization and urbanization, they have

wage-based income equalization policies in the European countries. Certain kinds of transfer payments compensate in part for this dilution.

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Who **are** influenced by this work?

What impact has this work created?

Who **influenced** the writing of this work

Forward: Citing articles
Have cited or referenced this work

Backward: References
Have been cited by the work

Ways to find relevant results (2) – Citation searching

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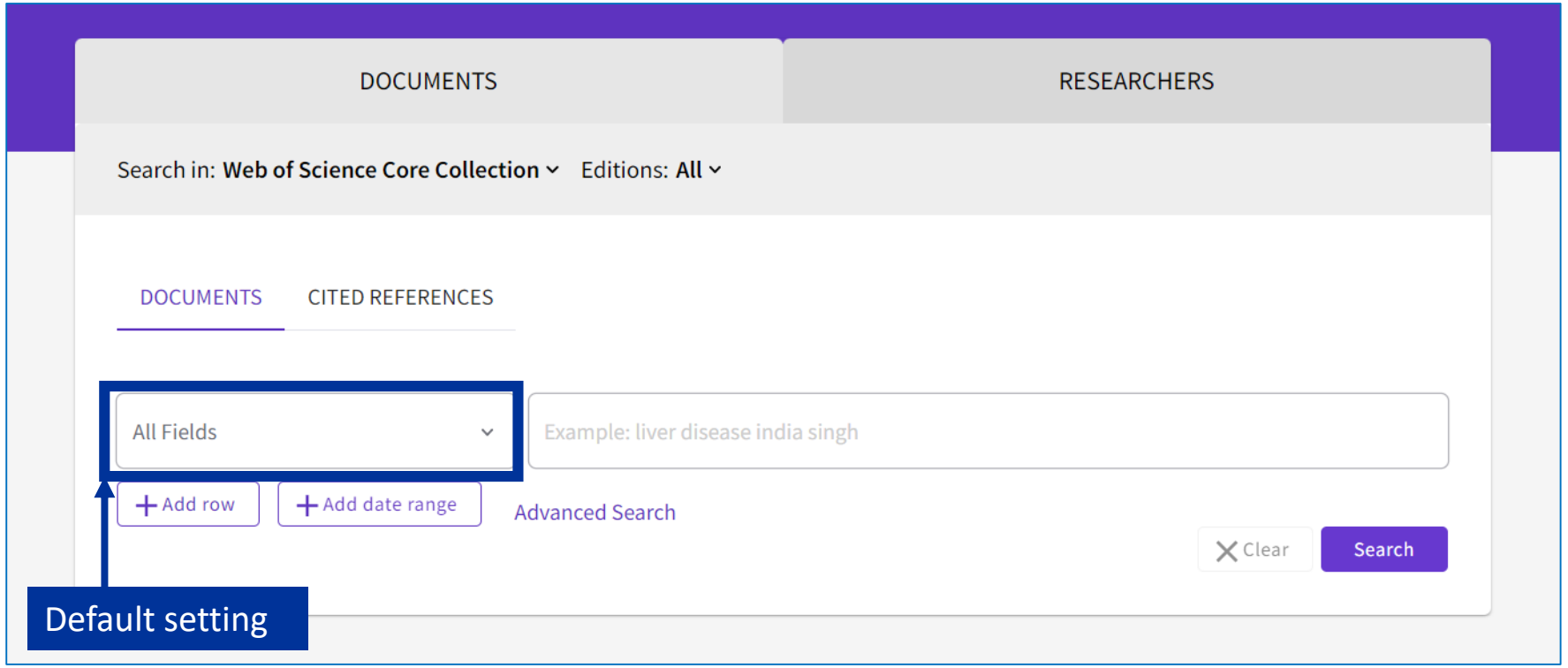
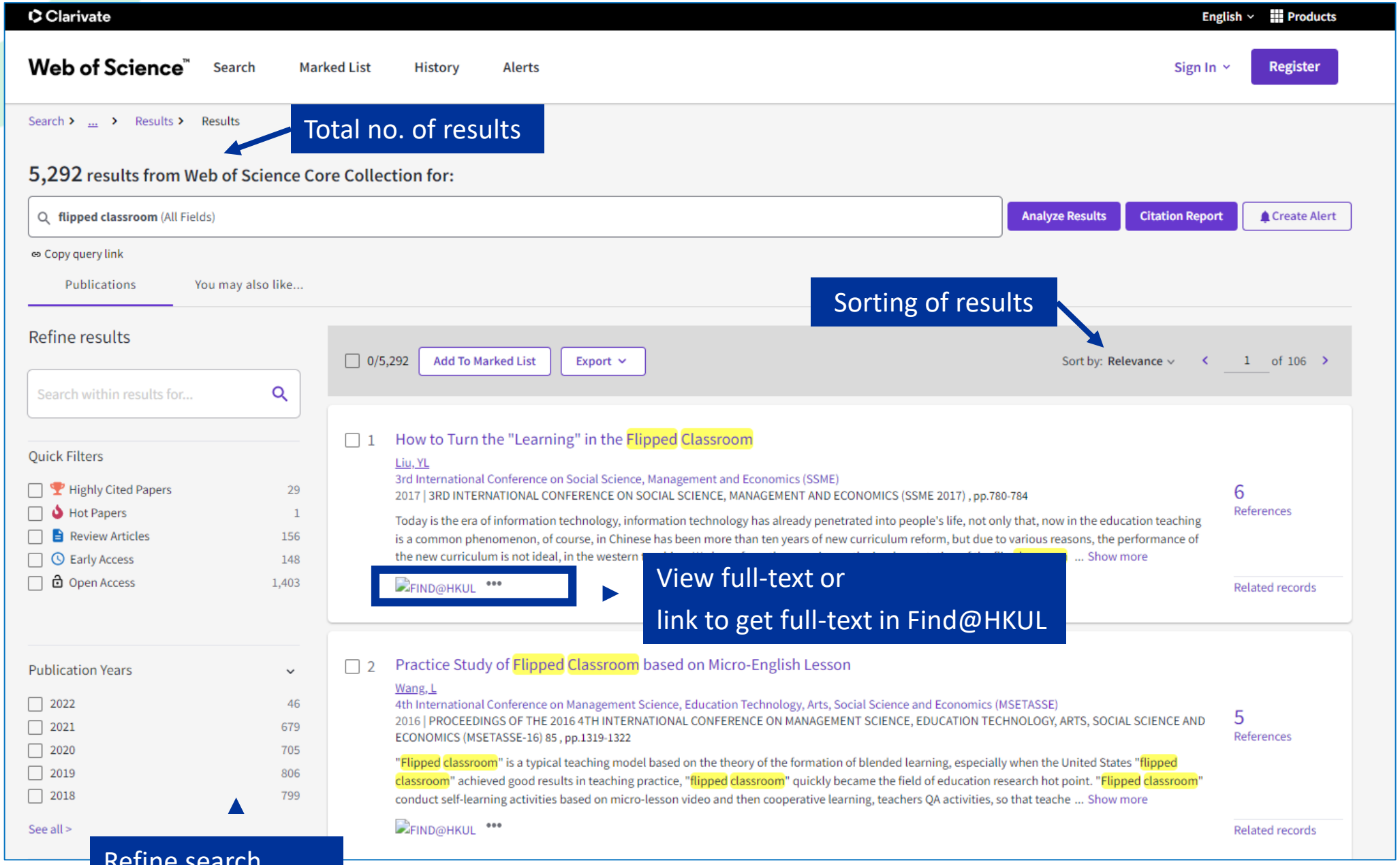
- Covers over 12,000 journals from 256 categories from 1900
- Includes over 148,000 proceedings from the most significant conferences, seminars worldwide

Education

- Science citation index
- Social sciences citation index

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1 How to Turn the "Learning" in the Flipped Classroom
Liu, YL
3rd International Conference on Social Science, Management and Economics (SSME)
2017 | 3RD INTERNATIONAL CONFERENCE ON SOCIAL SCIENCE, MANAGEMENT AND ECONOMICS (SSME 2017) , pp.780-784
Today is the era of information technology, information technology has already penetrated into people's life, not only that, now in the education teaching is a common phenomenon, of course, in Chinese has been more than ten years of new curriculum reform, but due to various reasons, the performance of the new curriculum is not ideal, in the western ... Show more
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2 Practice Study of Flipped Classroom based on Micro-English Lesson
Wang, L
4th International Conference on Management Science, Education Technology, Arts, Social Science and Economics (MSETASSE)
2016 | PROCEEDINGS OF THE 2016 4TH INTERNATIONAL CONFERENCE ON MANAGEMENT SCIENCE, EDUCATION TECHNOLOGY, ARTS, SOCIAL SCIENCE AND ECONOMICS (MSETASSE-16) 85 , pp.1319-1322
"Flipped classroom" is a typical teaching model based on the theory of the formation of blended learning, especially when the United States "flipped classroom" achieved good results in teaching practice, "flipped classroom" quickly became the field of education research hot point. "Flipped classroom" conduct self-learning activities based on micro-lesson video and then cooperative learning, teachers QA activities, so that teache ... Show more
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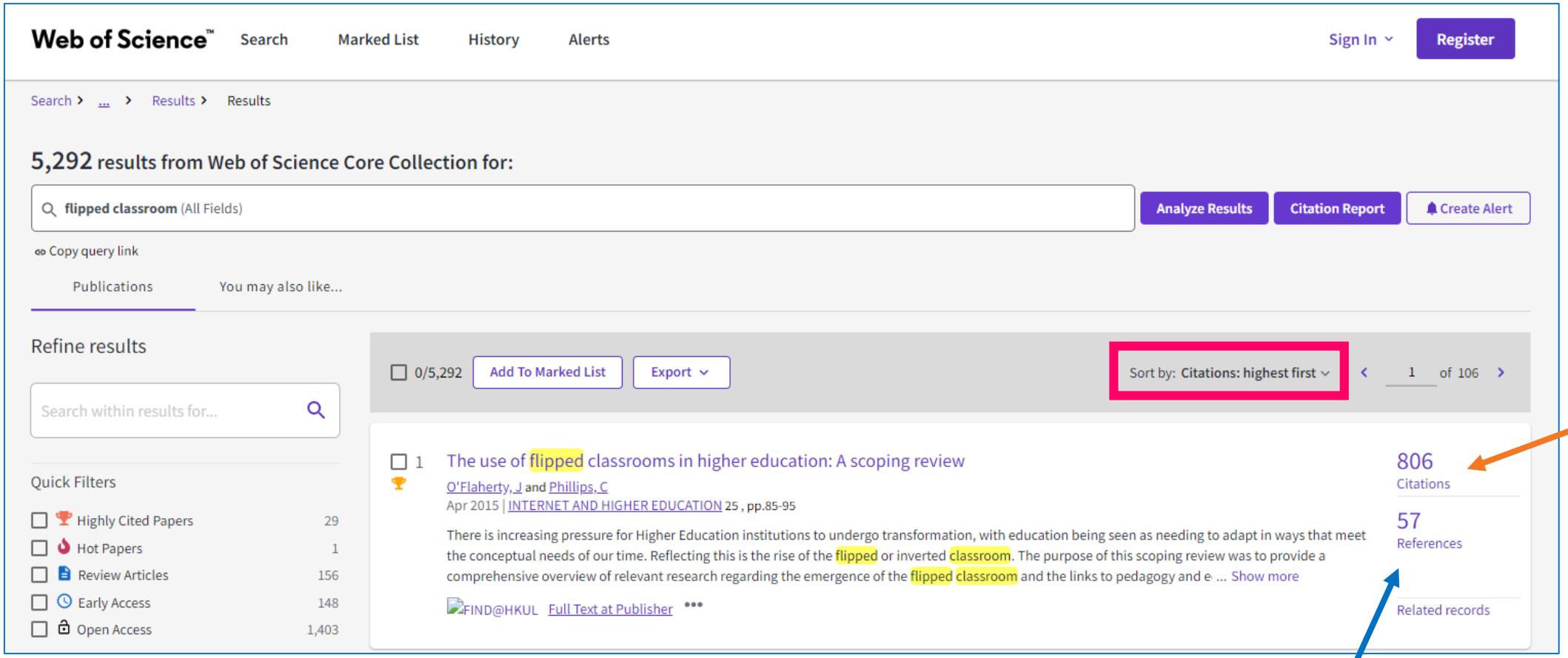
- Change sorting to identify the most high-impacted research using **Citations: highest first**



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Scopus

- A multi-disciplinary database that indexes over 23,000 peer-reviewed journals, 33 million abstracts, 386 million scientific web pages, and 21 million patent records
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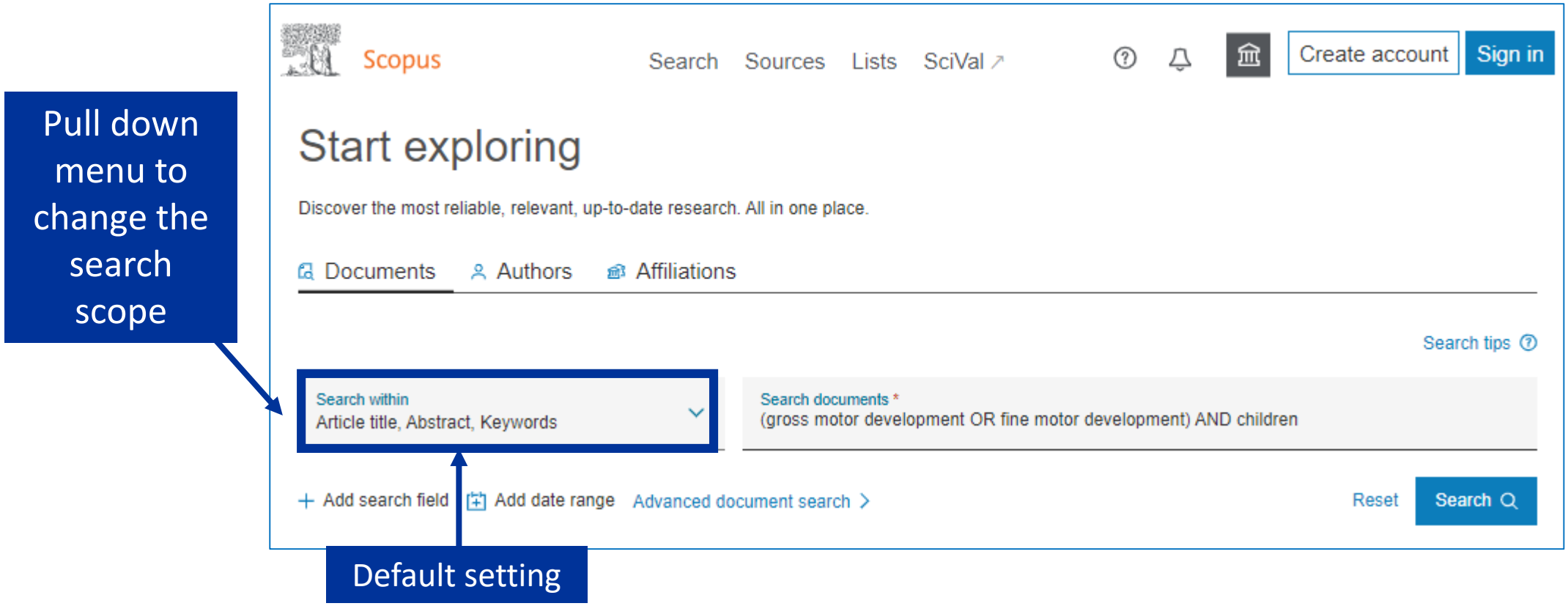

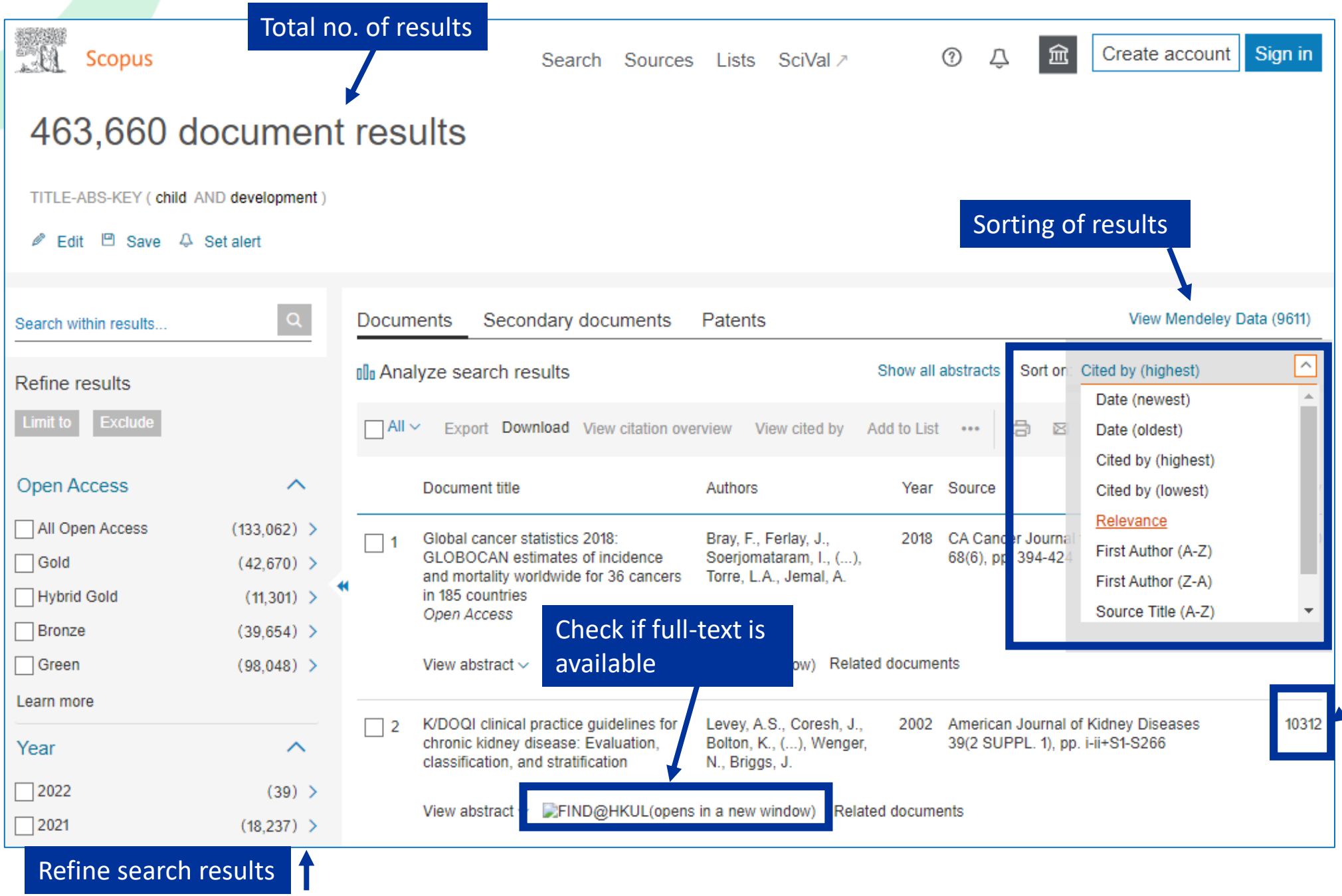
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【关 键 词】 游戏本质 幼儿教育 操作性定义 人类社会 现实生活 玩耍

【摘 要】 游戏是一种广泛存在的现象.在人类社会中,从小至幼儿的玩耍打闹,到成人的棋牌娱乐,甚至古稀之年的幽默笑谈,无不诠释着它在现实生活中存在的广泛性及其独具的魅力.而游戏在幼儿世界中的存在则更为普遍.但迄今为止,由于从主观上而言,人们对游戏本质的理解和把握的不同,关于游戏概念的讨论仍没有获得一致认同的操作性定义.在《中国大百科全书》教育卷中游戏的概念是:"儿童运用一定的知识和语言,借助各种物品,通过身体运动和心智活动,反映并探索周围世界的一种活动."而游戏作为幼儿活动的一种模式,具有自身所固有的基本特征.结合幼儿教育游戏的理论研究和实践经验,我国教育工作者把游戏的特征归结为以下四个方面:游戏是幼儿主动的自愿活动;游戏是在假想的情景中反映周围生活;游戏没有社会的实用价值,没有强制性的社会义务;游戏伴随着愉悦的情绪.游戏在总体上具有以上四个方面的特征,这些特征相互联系,并实际地表现在各种游戏活动中.

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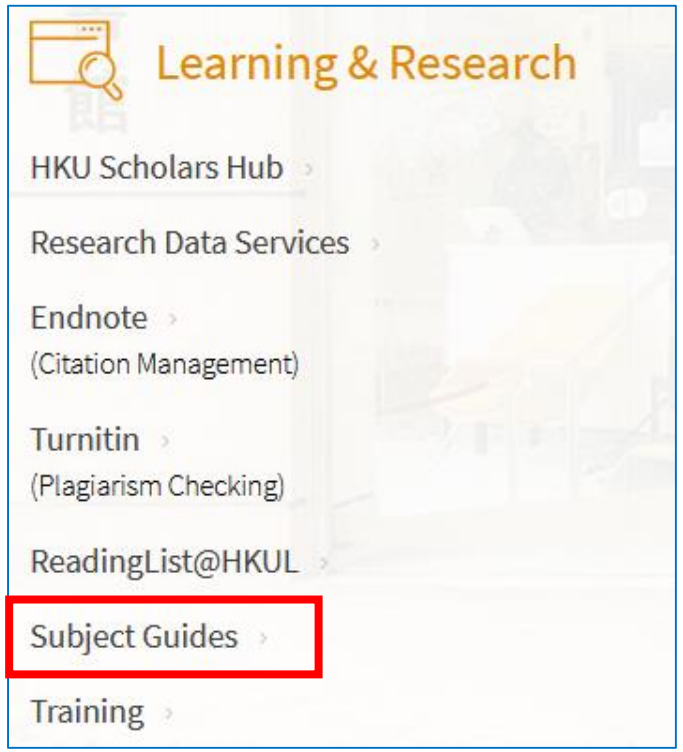

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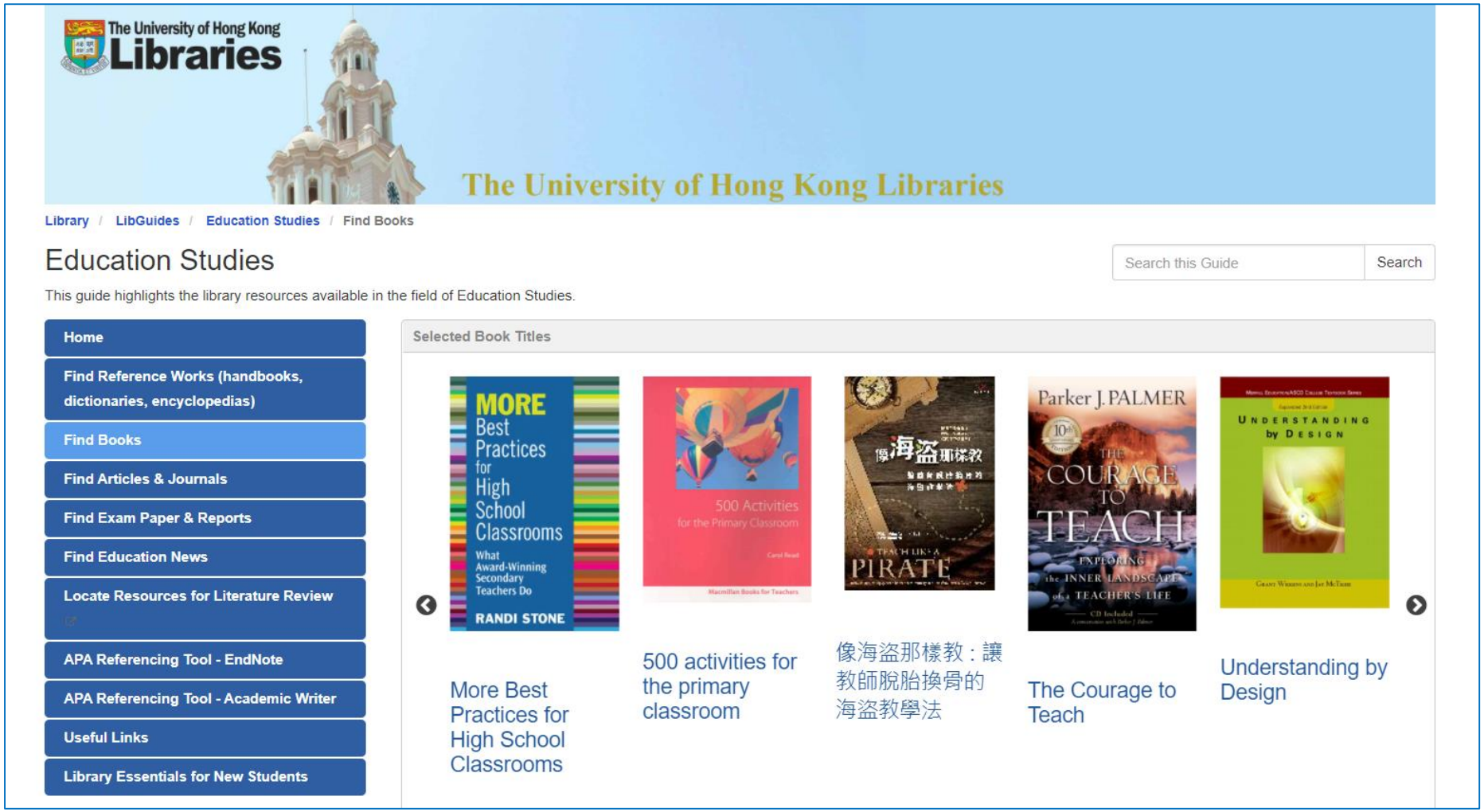

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